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**Maintaining Authenticity of AI-assisted Works for
Indonesian and Philippines Creative Writing
Learners: Students' Experience and Reflection**

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Abstrak

Kata Kunci:

Fiksi yang dihasilkan oleh kecerdasan buatan; Keaslian; Keaslian dalam penulisan kreatif.

Kemajuan dalam kecerdasan buatan (AI) secara signifikan memengaruhi berbagai bidang, termasuk sastra dan penulisan kreatif. Di Indonesia dan Filipina, AI semakin banyak digunakan untuk membantu penulis pemula dalam menciptakan karya fiksi. Kajian ini bertujuan untuk menguji kualitas karya fiksi yang dikarang dengan bantuan AI, dan mendeskripsikan persepsi siswa pada penggunaan AI. Dengan menggunakan pendekatan kualitatif, penelitian ini menggunakan sumber data: teks fiksi yang dibuat oleh siswa (siswa SMA dan mahasiswa) menggunakan AI; dan persepsi mereka terhadap proses kreasi dengan AI. Data dikumpulkan dengan menggunakan angket dan dianalisis dengan analisis tema berdasarkan respon mereka terhadap angket tersebut. Temuan menunjukkan bahwa mayoritas karya yang dikirimkan berkualitas baik (65%), dengan 30% dinilai "sangat baik." Karya berkualitas tinggi mengandung sedikit konten yang dihasilkan AI (maksimum 12,3%), yang mencerminkan kontribusi pribadi yang kuat dari para penulis. Meskipun pengalaman sebelumnya dalam penulisan naratif terbatas (87%), perangkat AI memainkan peran penting dalam meningkatkan keterampilan naratif siswa, sebagaimana dibuktikan oleh kualitas karya mereka yang dinilai. Meskipun hampir separuh siswa menganggap AI bermanfaat untuk meningkatkan ekspresi (44%) dan menghasilkan ide (30%), sebagian besar (86%) meragukan kemampuannya untuk membuat menulis lebih menyenangkan, dan banyak (69%) menyatakan kekhawatiran tentang ketergantungan yang berlebihan dan hilangnya orisinalitas. Temuan ini menyoroti pentingnya panduan pedagogis terstruktur untuk membantu siswa memanfaatkan AI secara efektif, sekaligus mempertahankan suara unik mereka dan mengembangkan keterampilan naratif mereka. Temuan ini diharapkan dapat menawarkan rekomendasi praktis bagi para pendidik, pembuat kebijakan, dan komunitas penulis tentang cara mengintegrasikan AI secara etis dan efektif dalam pembelajaran kreatif, khususnya di Indonesia dan Filipina.

Abstract

Keywords:

AI-generated fiction; authenticity; originality' creative writing.

The advance in artificial intelligence (AI) are significantly influencing various fields, including literature and creative writing. In Indonesia and the Philippines, AI is increasingly used to assist novice writers in creating fictional works. Employing a qualitative approach, the research utilizes data sources: fictional texts created by learners

(high school and college students) using AI; the learners' perceptions of their creative process. The findings shows that the majority of submitted work was of good quality (65%), with 30% rated as "excellent." High-quality work contained little AI-generated content (maximum 12.3%), reflecting a strong personal contribution from the authors. Despite limited prior experience in narrative writing (87%), AI tools played a significant role in improving students' narrative skills, as evidenced by the assessed quality of their work. While nearly half of students found AI useful for improving expression (44%) and generating ideas (30%), most (86%) doubted its ability to make writing more enjoyable, and many (69%) expressed concerns about overreliance and a loss of originality. The findings highlight the importance of structured pedagogical guidance to help students leverage AI effectively while maintaining their unique voice and developing their narrative skills. The findings are expected to offer practical recommendations for educators, policymakers, and the writing community on ethically and effectively integrating AI in creative learning, particularly in Indonesia and Philippines.

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Tadris Bahasa Indonesia

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INTRODUCTION

Authenticity in fiction encompasses originality, emotional depth, and coherence, which together allow a narrative to resonate with readers. It reflects the author's unique voice, vividly developed characters, and believable plots, distinguishing authentic narratives from generic or derivative works. Additionally, authenticity requires cultural and contextual fidelity, grounding stories in their settings and capturing the complexities of human experiences. For readers, authentic fiction provides an immersive experience that evokes genuine emotions and offers fresh perspectives. This concept, long valued in literary traditions, is increasingly relevant when assessing AI-generated works (Uthman, 2023).

The emergence of AI-assisted writing tools challenges traditional views of authenticity. These tools can generate coherent and creative text that often resembles human writing. However, this raises questions about the authenticity of such works, as they depend on existing datasets (Li, Wang, & Papatheodorou, 2024). Critics argue that AI lacks the lived experiences, emotions, and cultural insights that inform human creativity. Conversely, supporters believe AI can enhance human creativity, acting as a collaborator instead of a replacement (Gopnik, 2024). Therefore, authenticity in AI writing depends on whether these tools are used to amplify an author's voice or simply as shortcuts for content creation.

AI writing fundamentally relies on data, using algorithms to analyze vast quantities of text to learn patterns and styles. When generating content, AI models utilize this training data to create coherent sentences. While this method results in impressive creativity, it

raises concerns about originality and plagiarism. Since AI-generated text often imitates existing works, ensuring its authenticity requires diligent oversight (Ma et al., 2023). Authors must guide AI with clear prompts, refine its outputs, and incorporate their insights to produce genuine and original work.

To preserve authenticity, authors can use AI as a complement to their creative process rather than a substitute. This involves treating AI as a brainstorming partner to overcome writer's block or explore new plot developments. By critically evaluating and revising AI-generated content, authors can infuse their personal style into the final piece. Ethical practices, such as acknowledging AI's use and preventing replication of existing works, are also crucial (Lozić & Štular, 2023). Additionally, fine-tuning AI models with custom datasets that reflect the author's unique perspective can align the tool's outputs with their creative vision.

Research on AI-generated content highlights both its potential and challenges. Studies indicate that while AI can generate creative and engaging narratives, it often struggles with thematic consistency and originality. Scholars stress the importance of human oversight in curating and refining AI outputs to ensure authenticity. For instance, a study in *Digital Creativity* showed that collaborative efforts between authors and AI tools led to more innovative and authentic storytelling (Uthman, 2023). These findings suggest that while AI can be a valuable partner in the creative process, its effectiveness relies on the user's ability to guide and shape its contributions, underscoring the irreplaceable role of human creativity.

According to a study by Yang et al. (2022), human interaction with machine learning (ML) in fiction writing is collaborative and dynamic, not simply a one-way relationship. This study developed a collaborative writing tool that allows writers to leverage AI to shorten, edit, summarize, and regenerate text. Key findings indicate that human writers are inspired by the unexpected text generated by the machine, even though they acknowledge the limitations of the AI's fluency and coherence. Interestingly, users do not view AI as a passive assistant, but rather as an active co-author in the collaborative process.

These results strengthen and deepen other recent studies. While the studies by Hezam & Alkhateeb (2024) and Nielsen (2024) emphasize increased creativity and engagement, the findings of Yang et al. (2022) reveal the underlying mechanism: active collaboration that sparks unexpected inspiration. While Hartati & Hendrawan (2024) highlight the functional benefits of AI (such as fact access and grammar checking), this study demonstrates that AI's value also lies in its ability to generate new ideas and act as a creative partner. The implication is that writing teaching approaches—for both

Indonesian and English—can be designed to utilize AI as a *virtual colleague* that encourages experimentation and exploration of ideas, while simultaneously training critical editing skills for machine-generated texts.

The study should provide valuable insights into how AI can support the creative writing process without compromising students' originality. It further emphasizes the participants' view on the effectiveness of strategies for integrating AI tools into creative writing in Bahasa Indonesia, and EFL/ESL classrooms, ensuring these tools enhance learning outcomes. This study particularly explores the quality (authenticity) of short stories written with AI assistance, and the students' perception on AI use in creative writing. The various language background of the students involved should give an insight on how the impact of AI use in creative writing process in first language (Bahasa Indonesia), students of Bahasa Indonesia education, second language (ESL), Philipines students, and foreign language (EFL), Indonesian students in English dept.

METHOD

To measure the originality and authenticity in works, we elicited works resulted from AI-assisted writing process and then collected the data from various sources. These will be sources to measure and to formulate the stages of how to make original and authentic works by AI assistant. To shed light on various data and processes to take, the following was the guide. Research Study in a context that employed a mixed-method approach combining qualitative and quantitative insights organized into two key components.

To shed light on the data extraction, the study components are:

For the quantitative component, surveys used to measure changes in students' confidence, creativity, and perceived utility of AI tools in writing were emphasized. Quantitative data in a survey form were used to measure students' perceptions of AI, such as their confidence, satisfaction, level of awareness in terms of utilization, and their concerns about using AI in their creative writing. The survey instrument is an amalgamated questionnaire from several studies regarding AI utilization in language learning, specifically creative writing. The questionnaire was validated for its clarity and explorative aspects of creative process. Each of four researchers have approved the questionnaire before it was distributed to the participants. Meanwhile the qualitative element was done by having three raters to score all the participants' works.

The study was done collaboratively involving three universities in Indonesia and Philipines: Universitas Muhammadiyah Purwokerto, Universitas Jenderal Soedirman, and University of Mindanao Digos College (UM Digos). The subjects are also various, involving

senior high school students, and university students. They will write in their creative works in their first, second, and foreign languages. In the process, they would employ AI to help in completing the tasks. Hopefully, the results could make a certain contribution for the creative writing learning and production.

RESULT AND DISCUSSION

Two major points of students' works and their reflection are the main subjects to present in this section. In the former, the result of the assessment of students' works covers their quality assessment and special address on their AI contents. Meanwhile in the latter, four themes are used to explore the students' experience in writing a narrative by making use of AI tool: their previous experience in creating narratives, their preferred tools, their perception on AI benefits, and their concerns on AI use.

Students' Writing Products

The students' writing are examined from two aspects: their general quality and AI-contents. The former was assessed by three experts and practitioners on fiction writing, and the latter was evaluated using Turnitin, focusing on the percentage of AI contents in the works. The second examination was only applied to five best stories, based on the subjective judgement of the experts.

Quality of their Stories

The assessment of the quality of student work based on 14 evaluation elements showed quite positive results. Of the 20 works assessed, the majority fell into the "Very Good" (7 works) and "Excellent" (6 works) categories. This indicates that more than half of the students' work (65%) was of high quality. The average score for student work ranged from 4.49 to 4.00, reflecting a high level of writing competence.

Three works fell into the "Good" category, indicating some aspects that could be improved, although overall they met good standards. Meanwhile, three other works fell into the "Fair" category, indicating more significant weaknesses in specific aspects. Only one work received a "Poor" grade, indicating the need for in-depth improvement in various aspects of the writing.

Quality	n	(%)
Excellent	6	30
Very Good	7	35
Good	3	15
Fair	3	15
Poor	1	5

Tabel 1. Scores of their stories

These results indicate that most students were able to produce high-quality work, although some still needed further development. The predominance of work in the "Very Good" and "Excellent" categories indicates that students possess good writing skills, particularly in aspects of structure, creativity, and language use. These results align with research by Kellogg (2008), which emphasized that writing skills can improve significantly with appropriate practice and feedback in this case instant feedback can be provided via AI assistance (McDonald et al., 2020). Besides, AI can also be treated as their partners in doing writing practices.

However, the presence of several works in the "Fair" and "Poor" categories indicates that challenges remain in mastering writing techniques. According to Graham and Perin (2007), several factors that can influence the quality of student writing include understanding narrative structure, revision skills, and the ability to convey ideas clearly. Therefore, a more systematic approach to teaching writing is needed, such as the use of scaffolding techniques or project-based learning.

Furthermore, the role of AI in supporting writing quality is also noteworthy. Xu et al. (2020) stated that AI can assist in providing automated feedback that can improve students' writing skills. However, it is important to ensure that the use of AI does not diminish students' creativity and personal style, as has been a concern in previous surveys.

Going forward, students in the "Fair" and "Poor" categories can benefit from additional guidance, either through consultation sessions with lecturers or the use of technology such as AI to assist with the revision and refinement process. With a more targeted approach, it is hoped that the percentage of works in the "Excellent" and "Very Good" categories can increase further.

AI-Content in Students' Best Stories

The results of AI content detection in six student works that received an "Excellent" rating indicate that the level of AI use in these works is relatively low and still within tolerable limits for authorship measurement. Of the six works, two of them, *Langgam dan Sejumpt Ingatan* and *Si Sulung*, have 0% AI content, indicating that these works are entirely original works with no indication of AI use. Meanwhile, *Shelter for a While* only contains 2% AI content, which is very minimal and insignificant in affecting the overall authenticity of the work.

Other works, such as *Honey Trap* and *Dancing in the Rain*, have 11% and 11.7% AI content, respectively, while *Natuna and Senja Merah* has the highest level of the six, at 12.2%. Although AI elements are present in these works, the percentage is still within reasonable limits and does not diminish the authors' creativity and uniqueness. This indicates that students may use AI as an aid in certain aspects, such as structuring or word choice, but still maintain their creativity's dominance throughout the narrative.

The low detection rate of AI in these works does not necessarily mean that AI is not used at all in the creative process. According to Gao et al. (2023), AI in creative writing is often used as an aid to generate ideas or draft initial paragraphs, but the final product still undergoes manual revision by the author. Therefore, even though AI detection rates are low, students may still use AI in the initial stages of brainstorming or to improve the structure of their writing without relying entirely on AI. Furthermore, research (Strobelt et al., 2022) shows that AI detection models work by comparing linguistic patterns in text with typical patterns generated by large language models (LLMs). If students use AI only to help structure a small portion of the text but then make in-depth revisions, then the content of the text may be compromised. The detected AI will remain low. This confirms that a low AI detection rate does not necessarily indicate no AI use, but rather indicates that the AI's role in the work is minimal and not dominant.

Thus, these results indicate that students have used AI wisely, namely as an aid without replacing their own creativity. This aligns with the recommendations of Lee et al. (2023), who emphasize that AI can be used ethically in writing as long as human control over the creative process is maintained. Therefore, the tolerance limit for AI content in authorship should be more focused on how AI is used in the writing process, rather than solely on the extent of AI detection in the final text.

Students' Writing Profile and their Perception on AI Assistance

This section focuses on the writers' profile, their previous experience in creating fiction, and their impression on using AI tools to assist their creative process.

Students' Experience in Writing Short Stories

Based on the survey, the frequency of short story writing activities among the students shows significant variation. Most respondents (59%) write short stories only occasionally, meaning they may write several short stories a year. Meanwhile, others (28%) rarely write short stories, perhaps one or two a year. Only three students (10%) write short stories a

lot. The majority of students have relatively limited experience writing short stories, with a small percentage having more consistent writing habits.

This low writing frequency (only 12% write frequently) indicates that writing short stories has not yet become a habit or a top priority. However, the fact that most students have tried writing short stories at least occasionally indicates creative potential that can be further developed.

The relatively low experience of writing short stories (87%) among students certainly affects their readiness to create good work. Based on skills learning theory, writing skills require repeated practice to achieve proficiency (Ericsson et al., 1993). Students who write only occasionally may face challenges in developing ideas, constructing storylines, and creating complex characters. This aligns with the finding that creative writing is an iterative process that requires consistent practice to hone imagination and technical skills (Harmer, 2004).

However, occasional writing experience remains beneficial. Students who have written short stories, even if infrequently, have a foundation for developing these skills. This experience allows them to explore ideas, understand story structure, and appreciate the creative process. To improve their skills, creative writing training programs or workshops can be a solution. For example, training focused on narrative techniques, character development, and revision can help students who rarely write improve the quality of their stories (Kaufman & Beghetto, 2009).

Students who frequently write short stories are more likely to develop in-depth writing skills. They tend to be more skilled at expressing ideas, constructing storylines, and creating compelling characters. Research shows that regular writing practice can improve writing quality through reflection and revision (Flower & Hayes, 1981). Therefore, those who frequently write short stories are better equipped to produce quality work than the others.

Students' Preference on Writing Tools

The tools used by students to write short stories show interesting variation. The majority of respondents (84%) chose to use word processors such as *Microsoft Word* or *Google Docs* as their primary tool. Four respondents (16%) still use traditional methods, namely pen and paper, while only two (8%) use AI tools in the short story writing process. The small number of people using AI tools indicates that the adoption of AI in short story writing among students is still in its early stages.

The use of tools in short story writing reflects students' preferences for available technology and their comfort level in the creative process. Word processors are the primary choice due to their flexibility and ease of use. These tools allow students to write, edit, and revise their work more efficiently than traditional methods such as pen and paper. However, data also shows that 16% of students still prefer pen and paper, perhaps because they feel more comfortable writing manually or find this method helpful in generating creative ideas (Wolf, 2018).

Only 8% of respondents use AI tools, indicating that this technology has not been widely adopted for short story writing. Some (44%) use AI tools to improve word choice and expression in their writing. Others (30%) use them to explore writing ideas. Research shows that AI can assist writers by providing instant feedback, increasing efficiency, and expanding the exploration of creative ideas (McDonald et al., 2020). However, the use of AI can also raise concerns, such as a loss of originality or dependence on technology (Boden, 2016).

The use of AI tools by a small number of students reflects the potential of this technology to support the short story writing process. AI can help generate new ideas, improve sentence structure, and provide relevant suggestions to improve the quality of writing. However, low adoption of AI may be due to students' lack of understanding of how AI works or concerns about creative control. Those who have used AI tools likely benefited from time savings and improved writing quality, but they still need critical skills to ensure the final product aligns with their creative vision.

Benefits of Writing with AI Assistance

Students' perceptions of the use of AI in story writing provide interesting insights. Of the 29 students surveyed, 41.4% (12 students) stated that AI was "very helpful" in the story writing process. This indicates that nearly half of the students felt AI significantly contributed to their writing skills. Furthermore, 24.1% (7 students) felt AI was "somewhat helpful," indicating that while AI is not completely dominant, it still has benefits. However, 34.5% (10 students) were neutral, suggesting that one-third of students may not have seen a strong enough impact from AI use or feel their experience with AI is still limited.

Regarding the enjoyment of writing with AI assistance, the majority of students, 86.2% (25 students), stated that AI "might" make the writing process more enjoyable, depending on how the technology is used. These responses reflect a cautiously positive attitude, where students are open to the potential benefits of AI but still require more specific experiences. In contrast, only 6.9% (2 students) stated that they would prefer to

write without AI assistance, and the same number, 6.9% (2 students), felt that AI "definitely" makes writing more enjoyable.

Student Perceptions	n	%
AI is very helpful	12	41,4
AI is somewhat helpful	7	24,1
Not very sure with AI benefit	10	34,5
AI probably makes writing enjoyable	25	86,2
I prefer writing without AI	2	6,9
AI definitely makes writing enjoyable	2	6,9

Table 2. Students' Perception on AI Benefit

These data indicate that most students have a positive view of AI as a writing aid, although a small number did not directly experience its benefits. Students who are neutral or unsure may need more exposure and training to experience the full potential of AI in supporting their creativity. These results indicate that AI has significant potential to assist students in story writing, particularly in generating ideas or developing narrative structure. Most students (19 out of 29) felt that AI had benefits, either significant or moderate. This finding aligns with research by Lee et al. (2022), which suggests that AI can enhance users' productivity and creativity in writing. However, the neutral stance of 10 students suggests that their understanding or experience with AI may be limited, as explained by Luxton (2016), who argued that technology acceptance often depends on the user's comfort level with the technology.

Regarding enjoyment, the majority of students stated that the benefits of AI depended on how it was used. This reflects the need to develop flexible and adaptive AI, as suggested by Xu et al. (2020), who highlighted the importance of personalization in learning technology. Although only two students explicitly stated that AI made writing more enjoyable, this suggests that the emotional benefits of AI have not yet been fully realized. Therefore, it is important to integrate more interactive and intuitive features to enhance the user experience.

Risks of AI-Assistance in Writing

The survey results indicate that students have several key concerns regarding the use of AI in writing. Of the total respondents, 41.4% (12 students) expressed concern about over-reliance on AI-generated suggestions. This concern reflects the potential risk that continued use of AI could diminish students' initiative and critical thinking skills. Among 27.6% (8 students) stated they feared losing originality or creativity in their work. This demonstrates an awareness of the importance of maintaining a personal and unique element in the creative process.

Furthermore, 17.2% (5 students) were concerned that AI-generated content might not align with their personal writing style, which could impact their creative identity. These concerns highlight the importance of aligning technology with user preferences. 10.3% (3 students) also expressed ethical concerns about authorship, such as who owns the rights to AI-generated work. Interestingly, 3.4% (1 student) felt all of these aspects were relevant, reflecting a holistic view of the challenges of AI use.

Student concerns	N	%
Over-reliance on AI	12	41,4
Loss of originality or creativity	8	27,6
Content does not fit to personal style	5	17,2
Ethical concerns about authorship	3	10,3
All aspects above	1	3,4

Table 3. The Risks of AI Use

These results indicate that students have critical awareness of the challenges of using AI in writing. The most significant concern, over-reliance on AI (41.4%), reflects the risk of a "comfort zone" that could limit their ability to develop independently. This aligns with research by Kasneci et al. (2023), which states that AI can impact users' critical thinking skills if used without supervision or reflection.

Concerns about losing originality or creativity (27.6%) indicate that students recognize the importance of maintaining their creative identity. Xu et al. (2020) highlight that personalization in technology is crucial to ensuring users remain connected to their work. Furthermore, concerns about personal writing style (17.2%) and ethical issues (10.3%) indicate that students understand the complexities of AI use, particularly related to authorship and copyright. Luxton (2016) states that ethical dilemmas frequently arise in AI-based technologies, particularly in the context of art and literature.

The holistic concerns of 3.4% of respondents indicate that these challenges are interconnected. Therefore, it is crucial to develop AI that not only functions as an assistive tool but also supports the development of students' creative skills. Training and education on the responsible use of AI can help alleviate these concerns and maximize the technology's benefits in the creative process.

CONCLUSION

Based on the discussion, it is found out that the majority of students' works has a good quality (65%); 30% of them is even scored as "excellent" by the assessors. Among of the high-qualified works, a third of them has no AI-content detected, and the highest AI content is only 12.3%, which can be regarded as low AI-content. Thus, a good writing will

tend to have a high-level of author's personal interference. From their experience in making use of AI tool for fiction writing, the students have a balance view on AI use. Seeing their low experience (87%) in narrative writing, it can be said that AI assistance has a major role in building their narrative skill, as evidenced from their quality scoring. Almost half of the students view that AI is helpful for their writing process, especially for helping to make good expression (44%), and to generate ideas (30%). However, most of them (86%) is not sure that AI use can make the writing activities enjoyable. The students are likely to feel uneasy to use AI in writing as most of them (69%) have concerns on over-reliance of AI, and losing originality in their works. It implies that they have realized that their works must reflect their own personal and distinct features in the process. Thus, the education should provide good advocacy in directing their endeavors in building narrative skills through AI assistance.

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