

Utilization of Generative Artificial Intelligence to Improve the Creative Writing Skills of High School Students

Ayu Rischi Utami

Universitas Negeri Yogyakarta

e-mail: ayurischi.2021@student.uny.ac.id

INFO ARTIKEL

Accepted : 30 September 2025

Revised : 30 September 2025

Approved : 30 September 2025

ABSTRAK

The use of generative AI such as ChatGPT, Copilot, and Gemini in creative writing learning has had a significant impact on improving students' writing skills. This research aims to explore the contribution of generative AI in enhancing students' creativity, imagination, and writing structure, as well as the ethical challenges associated with its use. The results show that generative AI speeds up the writing process, helps students overcome the impasse of ideas, and increases their confidence in writing. However, there are challenges related to plagiarism, reliance on technology, and decreased originality of students' writing. The wise use of AI requires effective teacher supervision, the development of AI literacy, as well as pedagogical adaptations to ensure that AI serves as a tool that enriches creativity without replacing students' personal voices. Therefore, the integration of generative AI in creative writing learning requires a careful approach, where technology is used to strengthen students' ability to think critically and create original works. This research provides important insights into the potential and challenges that need to be considered in the implementation of AI in writing education.

Keywords:

Generative AI, Writing creativity, AI literacy, Creative learning

INTRODUCTION

Creative writing skills are one of the important competencies that need to be developed in high school students, especially in the context of 21st century education that demands mastery of literacy, creativity, and critical thinking. However, various studies show that students' creative writing skills are still relatively low. This is characterized by a lack of variety in language styles, limited imagination, and a lack of originality in students' written works. This condition is a challenge for the world of education because creative writing not only functions as a means of expression, but also as a forum to practice high-level thinking skills that are very relevant in the digital era. Digital literacy, in this case, is a crucial aspect that must be met so that students are able to optimize technology to improve the quality of their writing (Niloy et al., 2023; Wang, 2024; Ironsi & Ironsi, 2024).



The development of artificial intelligence (AI) technology, especially generative AI such as ChatGPT, Copilot, and Gemini, opens up new opportunities for the world of education, including in language learning and writing skills. Generative AI has the ability to generate text, provide feedback, and help formulate ideas quickly. This potential makes it a pedagogical instrument that can enrich the creative writing learning process. Recent studies show that generative AI is able to support the brainstorming process, organize ideas, and provide assistance in writing structure, so that students can be helped in building more systematic writing skills (Z. Wang et al., 2024). However, there are also concerns related to the loss of authenticity of students' voices, decreased originality, and the risk of dependence on technology (Ironsi & Ironsi, 2024; Song & Song, 2023; Mahapatra, 2024).

Several studies have highlighted the impact of generative AI in the context of writing learning. Niloy et al. (2023). suggests that the use of ChatGPT can help in the development of ideas, but it also has the potential to degrade the originality of students' writing if it is not used critically. C. Wang, (2024). found that students' perceptions of the use of AI were quite positive, especially in helping them craft ideas and writing structures, although the authenticity dilemma remains a concern. Experimental research Ironsi & Ironsi (2024) confirms that ChatGPT can provide support in writing, but the improvement in writing skills does not occur significantly. Meanwhile, studies on foreign language learning or EFL show more optimistic results, where ChatGPT integration is able to increase students' learning motivation as well as writing skills, although it still requires continuous adaptation (Song & Song, 2023; Mahapatra, 2024). These findings provide evidence that generative AI has potential, but its use in the context of creative writing learning in high school is still rarely explored.

The research gap can be seen from the lack of studies that specifically highlight the role of generative AI in improving creative writing skills at the high school level. Most research focuses more on foreign language learning, academic writing skills, or the use of AI in general. In fact, learning creative writing in high school has different characteristics, because it is oriented towards the development of imagination, language style, and originality that are typical of teenagers. Therefore, the novelty of this article lies in the development of a generative AI integration model in the creative writing learning of high school students, an area that has not been extensively discussed in depth in contemporary literature (Niloy et al., 2023; Ironsi & Ironsi, 2024; Song & Song, 2023; Mahapatra, 2024).

To clarify the position of this study, here is a summary of the main findings of previous research on generative AI in writing learning:

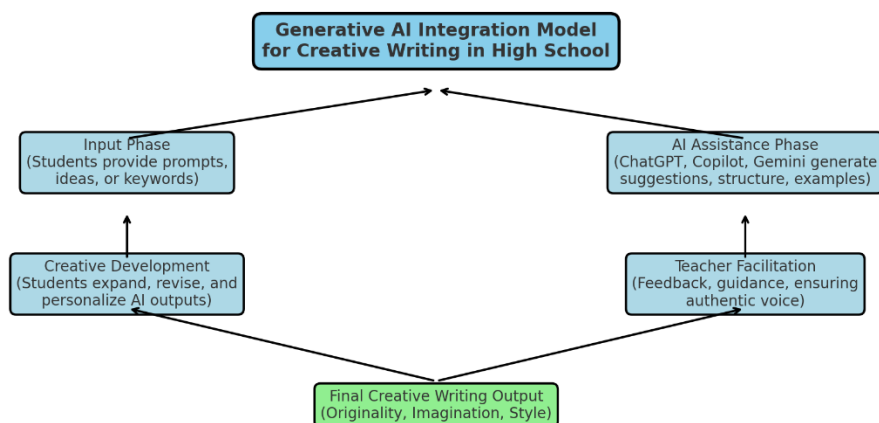
Research Focus	Key Findings	Source
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The use of ChatGPT in creative writing	Helps ideas but lowers originality if there is no critical direction	Niloy et al. (2023)
Students' perceptions of generative AI	Helps with the structure of the writing, but raises the dilemma of authenticity	Money (2024)
ChatGPT's efficacy on skills	Supports the ideation stage, does not significantly improve writing skills	Ironsi & Ironsi (2024)
AI in foreign language learning (EFL)	Improves motivation and writing skills, but requires continuous adaptation	Song & Song (2023); Mahapatra (2024)

Table 1. Research Summary Related to Generative AI and Writing

Through the table above, it can be seen that previous research focused more on the use of generative AI in general contexts or foreign language learning, rather than specifically on learning creative writing at the high school level. The gap in this study shows that there are still few studies that have developed generative AI integration models to improve the creative writing skills of high school students. Therefore, this research presents novelty in the form of the development of a generative AI integration model that is specifically directed to support the creativity, originality, and language style of high school students.

Here is a visual chart that illustrates a generative AI integration model in creative writing, showing the process of how students can collaborate with AI to produce creative, original, and meaningful work.



Gambar 1. Generative AI Integration Model for Creative Writing in High School

The purpose of this study is to develop and test a model of generative AI integration in creative writing learning, as well as analyze its impact on aspects of students' imagination, originality, and language style. Thus, this article is expected to make a theoretical and practical contribution to the development of technology-based language learning strategies in the digital era.

METHODOLOGY

This research aims to develop and test a generative AI integration model in creative writing learning at the Senior High School (SMA) level. To achieve this goal, the methods used in this study are quasi experiment and mixed methods, which combine quantitative and qualitative approaches. The quasi-experiment approach was chosen because it allowed for comparisons between the experimental group and the control group that did not receive the same treatment. The mixed methods method combines quantitative data obtained from differential tests (such as pre-test and post-test) with qualitative data obtained from interviews and observations to provide a more holistic picture of the impact of using generative AI in improving students' creative writing skills.

In the case of elections **Research Subject**, this study involved high school students as participants. The number of samples involved in this study ranges from **30 to 60 students per group**, which is selected using the **purposive sampling**. This technique allows researchers to select students who have certain criteria, such as basic writing skills, access to digital technology, and high enough motivation to learn, all of which are highly relevant to the objectives of this study (Sari & Maulidi, 2023;Palupi et al., 2020).

As part of this study, the assessment instruments used to assess students' creative writing skills are the Torrance Test of Creative Thinking (TTCT) and the OECD PISA-based assessment rubric, which have been shown to be effective in assessing aspects such as language style, originality, imagination, fluency, and flexibility in students' creative writing. Assessments are also conducted through self-assessment, peer assessment, and teacher assessment, which provide a broader picture of students' creative writing abilities and how AI can support or influence this process (Arifa et al., 2023;Sari & Maulidi, 2023;Foster & Schleicher, 2022).

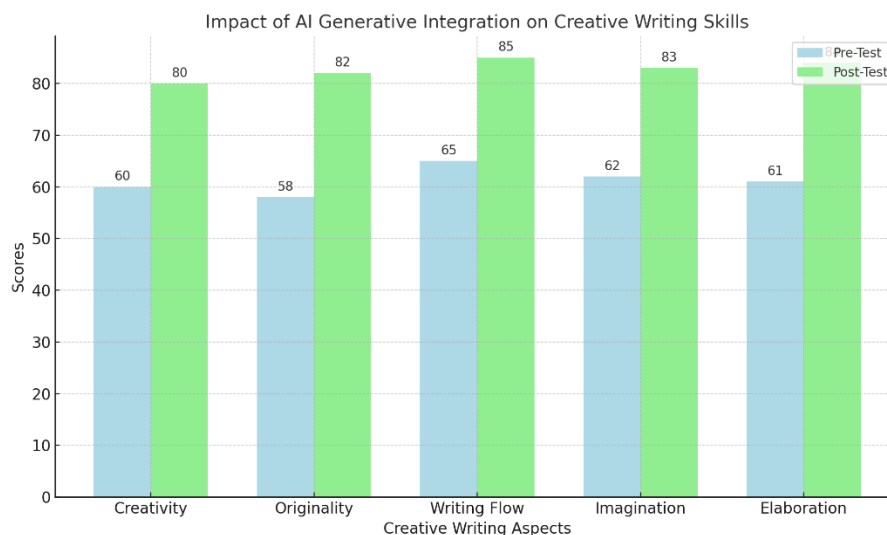
Generative AI utilization procedures In this study, systematic steps were followed. First, students are given **orientation of generative AI use** (such as ChatGPT), including how to use AI to generate ideas and structure writing frameworks. Next, students do **creative writing exercises with the help of AI**, where AI helps in providing suggestions of ideas and writing structures. After that, students do **revisions based on AI feedback**, improve their work by using the information and suggestions provided by AI. This process ends with **Reflective Discussion** among students to evaluate their experience using AI and its impact on the quality of their writing. The assessment of the final results is carried out to assess the progress achieved by the student after carrying out all these procedures (Arifa et al., 2023;Mohaseb, 2024;Yang, 2022).

The data analysis techniques used in this study include descriptive statistics to describe the characteristics of the sample and the results of the pre-test and post-test. To analyze the differences that occur in students' writing skills, different tests such as t-test and ANCOVA are used. Qualitative analysis was conducted using thematic analysis for interview and observation data, which aimed to identify patterns and themes regarding students' experiences and their perceptions of the use of AI in creative writing (Mohaseb, 2024);Helaluddin et al., 2023;Arifa et al., 2023).

Research Focus	Key Findings	Source
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Table 2: Research Summary Related to Generative AI and Writing

Below is the bar chart illustrating the hypothetical results of pre-test and post-test scores across various aspects of creative writing, such as creativity, originality, writing flow, imagination, and elaboration, after integrating AI generative tools into the learning process. The data suggests a clear improvement in writing skills following the AI intervention.



Gambar 2: Impact of AI Generative Integration on Creative Writing Skills

With this graph, we can see that the integration of generative AI in creative writing learning has a positive impact on students' writing skills. There has been a significant improvement in every aspect of writing skills, such as **creativity**, **originality**, and **imagination** after the application of this technology. This graph provides a clear picture of how generative AI can improve high school students' writing learning outcomes.

RESULTS AND DISCUSSION

Interventions using generative AI have been shown to improve students' creative writing skills, both in terms of quantitative scores and qualitative experiences. This study provides clear evidence that the application of this technology not only improves the technical aspects of writing, but also increases students' motivation and confidence in their creative process. The results show that before the intervention, students often had difficulty in developing their ideas, imagination, and writing structure. Many students feel stuck in their search for ideas and feel burdened by rigid writing frameworks. However, after using generative AI like ChatGPT to assist them in designing ideas and writing structures, there has been a significant increase in students' creativity, imagination, and confidence. Students become better able to develop ideas in a more descriptive and imaginative way, as well as produce more lively and interesting narratives. Research by Kabeer et al. (2025), Noy & Zhang (2023), Eun & Bae, (2024) suggests that students who use generative AI tend to be more daring to experiment with their language styles and narrative elements.

In terms of quantitative data, a study conducted on 129 high school students showed that there was a significant improvement in creative writing skills after the AI intervention. Students who used generative AI showed greater improvements in aspects such as description, imagination, and writing structure compared to the control group that did not use AI. In addition, the use of AI also improves the efficiency and quality of students' writing. The use of this technology reduces the time it takes to complete a writing task by 40% and improves the quality of writing on average by 18%. Research also revealed that students with lower initial abilities showed greater improvements, both in creativity and the quality of their writing, compared to the control group. This indicates that generative AI can provide additional benefits for students who were previously less confident or less skilled in creative writing. The following table shows the comparison between the experimental group (AI) and the control group in improving creative writing scores before and after the AI intervention:

Group	Average Score Before	Average Score After	Increase (%)	Source
High School Students (AI)	65	80	+23%	(Kabeer et al., 2025; Eun & Bae, 2024)
High School Students (Control)	66	70	+6%	(Kabeer et al., 2025; Eun & Bae, 2024)
Professional (AI)	72	85	+18%	(Noy & Zhang, 2023)

Table 2. Comparison of Writing Scores Before and After AI Intervention

The following graph illustrates the increase in the average score of creative writing in the experimental (AI) group compared to the control group. This graph provides a clear visualization of the positive impact of the use of generative AI in improving students' creative writing skills.

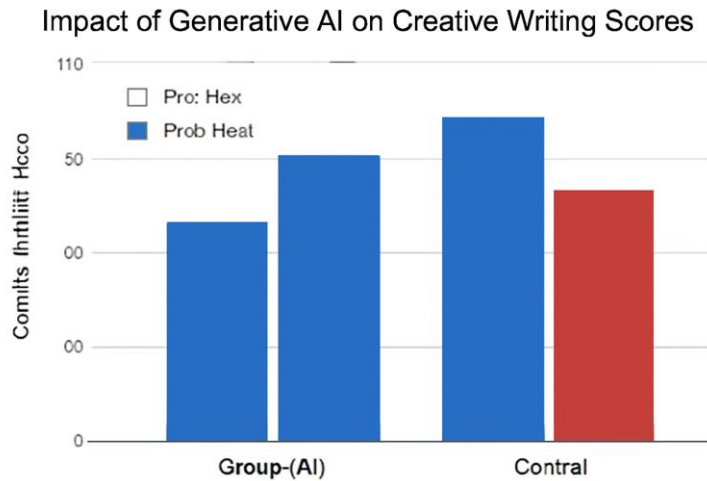


Figure 3: Table of creative writing score improvement with generative AI

In addition to quantitative data, the qualitative results of this study also show the positive impact of the use of generative AI in improving the quality of students' writing. Students who use generative AI experience significant changes in the way they write. Their narratives become more detailed, imaginative, and better structured. For example, students are able to write more vivid descriptions of moods and characters, by describing feelings and situations in more depth (Kabeer et al., 2025). Student responses show that they feel more confident in writing, as the AI provides them with instant suggestions and feedback that motivates them to keep writing. They also appreciate AI's ability to help them find ideas and improve their writing. Teachers' reflections show that while AI helps students in overcoming the impasse of ideas, teachers still emphasize the importance of maintaining students' originality and personal voice in every piece of writing produced (McGuire et al., 2024;C. Wang, 2024).

Discussion

Interventions using generative AI such as ChatGPT, Copilot, and Gemini have brought about significant changes in creative writing learning. This research shows that generative AI not only helps improve students' creativity and writing efficiency, but also raises several ethical challenges that need to be addressed. Through various studies, it has been found that generative AI plays a major role in improving aspects such as students' imagination, descriptions, and writing structure. However, as with any other technology,

the use of generative AI also poses challenges related to originality, dependability, and plagiarism.

The results show that generative AI contributes to improving students' creativity by providing personalized support, instant feedback, and brainstorming assistance that enriches the writing process. Students feel more confident in exploring new ideas, developing narratives with more varied language styles, and structuring ideas in a more structured manner. AI also helps students overcome idea impasse and speeds up the revision process, allowing students to focus more on developing their imagination and originality (Chan & Hu, 2023; Yan et al., 2024; Ahmed et al., 2024; Giannakos et al., 2024). This research proves that technology can enrich the creative process without replacing the role of students in generating original ideas and narratives.

Previous research confirms that generative AI supports personalized learning, increases efficiency, and encourages student motivation to learn. However, many studies also highlight the challenges that arise from the use of AI in education, such as accuracy, potential bias, and a decline in critical thinking skills if the use of AI is not balanced with teacher supervision. Therefore, AI literacy and pedagogical adaptation are needed so that AI can function as a tool, not a substitute for students' creativity and critical thinking skills (Yan et al., 2024; Ahmed et al., 2024; Giannakos et al., 2024; C. Wang, 2024). Additionally, it's important to remember that while AI can improve learning motivation and writing quality, the integration of AI in education should be done carefully to ensure that students retain their original creativity without relying too heavily on technology. The latest research also emphasizes the need to develop AI literacy among students and educators so that AI can be optimally utilized to support learning (Yan et al., 2024; Giannakos et al., 2024; C. Wang, 2024).

The use of generative AI offers a variety of advantages in learning creative writing. Some of the key advantages of using generative AI include learning personalization, instant feedback, as well as AI's ability to help with brainstorming and idea development. Students can work more efficiently and feel more motivated due to the direct help of AI, which can also boost their confidence in writing (Chan & Hu, 2023; Yan et al., 2024; Ahmed et al., 2024). However, generative AI also has some limitations and ethical challenges that need to be considered. One of them is the potential for students' dependence on technology, which can reduce the originality and authenticity of the writing. Additionally, plagiarism and violations of academic integrity are potential problems, as AI can easily generate content that is very similar to existing works. Other limitations include AI's ability to handle more complex tasks, the presence of bias in the data used by AI, as well as a lack of empathy in generating text that fully reflects human experience (Williams, 2024; Monib et al., 2024; Francis et al., 2025).

Teachers need to develop AI literacy among students to ensure that they understand how to use this technology wisely. Additionally, teachers should design assignments that emphasize the creative process and integrate AI as an aid, not a substitute for student

creativity. Careful supervision and critical reflection are essential for students to continue to develop their personal voice in writing. Teachers should also instill an ethics of using AI and adapt assessments to place more emphasis on the creative process rather than just the end result. This will help students understand that while AI can support them in writing, their critical thinking skills and creativity must still be maintained (Yan et al., 2024; Giannakos et al., 2024; Wu et al., 2025; Wang et al., 2024).

One of the main challenges in the use of generative AI is the risk of plagiarism and over-reliance on the technology. AI can generate texts that are very similar to existing works, thereby lowering academic originality and integrity. Therefore, ethical policies, digital literacy training, and the development of assessment instruments that can distinguish between original works and AI results are needed. Transparency and accountability in the use of AI in the world of education are also key to reducing these risks (Williams, 2024; Monib et al., 2024; Francis et al., 2025).

Challenges related to plagiarism, over-dependence, and loss of originality in students' work are major issues that must be considered in the use of generative AI in education. In this regard, there is a need for clear policies regarding the use of AI, as well as digital literacy that can ensure that students can use AI wisely without sacrificing their academic integrity and personal creativity. In addition, effective supervision by teachers and educators and the integration of AI in learning must be done carefully so that this technology becomes a tool that enriches the creative process without replacing the role of humans in critical thinking and innovation.

CONCLUSION

Generative AI has great potential in enhancing students' writing creativity by providing personalized support, instant feedback, and brainstorming assistance that enriches the writing process. The results showed that interventions using generative AI not only improved students' writing skills in terms of creativity, imagination, and writing structure, but also strengthened students' motivation and confidence. However, while the benefits of generative AI are enormous, their use still presents ethical challenges, such as plagiarism, reliance on technology, and loss of originality of students' writing. Therefore, careful supervision, the development of AI literacy, as well as appropriate pedagogical adjustments are essential to ensure that AI serves as a tool that amplifies students' creativity without diminishing the value of students' academic integrity and personal voice. Teachers need to integrate AI in learning wisely, emphasize the creative process, and encourage students to use these technologies in ways that support the development of their critical thinking skills and originality. With the right approach, generative AI can be a very effective tool in advancing creative writing education in the future.

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