

Artificial Intelligence-Assisted Creative Writing in Malay Literature Education: Students' Perceptions and a Human-AI Collaborative Learning Model

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Abstract

The integration of artificial intelligence (AI) in education has received considerable attention; however, its application in creative writing within Malay Literature remains underexplored, particularly regarding students' perceptions of its role in preserving creativity, cultural values, and ethical authorship. This study investigates students' perceptions of the strengths and challenges of AI-assisted creative writing and explores their suggestions for its responsible use. A qualitative descriptive approach was employed involving 21 undergraduate students from the Malay Literature Programme at Universiti Brunei Darussalam. Data were collected through open-ended online surveys and analysed using thematic analysis. The findings reveal that students perceive AI as a valuable tool for ideation, information accessibility, time efficiency, multimodal experimentation, and literary improvisation. A notable finding is that students positioned AI not as a replacement for human authorship but as a supporting tool that enhances creative processes through brainstorming, multimodal presentation, and self-reflective revision. At the same time, they expressed concerns regarding overdependence, plagiarism, copyright issues, loss of authenticity, and the erosion of aesthetic and cultural values in literary works. To address these concerns, students advocated a balanced approach in which AI functions as a facilitator of ideation, experimentation, analysis, and innovation while human creativity remains central to literary production. The study proposes a balanced human-AI literary learning model that supports advanced and progressive learning through innovative learning design while preserving originality, cultural meaning, and ethical responsibility. The findings contribute to the growing discourse on AI-assisted creative writing and provide practical guidance for educators and curriculum designers seeking to integrate AI responsibly into literature education.

Keywords: artificial intelligence, creative writing, advanced learning, innovative learning design, human-ai collaboration, progressive learning.



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1. Introduction

In recent years, artificial intelligence (AI) has become an essential part of many areas in education. It is used for many purposes, such as helping students learn better, assisting teachers in designing lessons, and even supporting students in writing essays or stories. While many studies have explored the use of AI in science, technology, engineering, and mathematics (STEM) (Avei et al., 2025; Guedes et al., 2025; Mustofa et al., 2025; Nurwahid & Ashar, 2024) the study of AI in creative writing, especially in Malay Literature courses or classes, is insufficient. This creates an important research gap because creative writing in literature involves not only language production, but also authorship, cultural meaning, aesthetic value, and ethical responsibility.

Malay Literature (*Kesusasteraan Melayu*) is one of the subjects offered in schools and universities in Brunei. Generally, Malay literature in Brunei comprises 2 strands: modern and traditional (or classical) Malay literature. According to Bakar et al. (2023) Modern Malay literature focuses on the study of novels, short stories (which are called '*cerpen*' in Malay), drama scripts, and modern poetry. This was usually a creative literary work in the 1860s era (beginning of Malay modern literature) that touched upon the real-life experiences within the Malay community such as nationalism, human rights and women's emancipation. On the other hand, classical Malay literature includes oral traditions, folklore, and traditional poetry. One of the most well-known traditional poetry in classical Malay literature is the '*pantun*' that has been used in many significant events in the Malay community, for example, in engagement and wedding ceremonies (Ernita et al., 2024; Fatimah et al., 2022). This shows that creative literary

works always revolve around the culture and traditions of the Malay community. In Brunei, Malay Literature students were usually taught to produce and analyse both modern and classical literary works, such as poems and short stories, as part of their projects or assessments. Therefore, the integration of AI into Malay Literature learning needs to be understood within this cultural and literary context, rather than only as a general educational technology issue.

With the growth of digital tools and AI, there is a question of how these technologies affect the way students learn and write creative literary works. AI has become an increasingly prominent tool in higher education as it reshapes the way students learn, engage with content, and produce academic work (Adiguzel et al., 2023). According to Fitria (2021) AI can foster independent learning and autonomous learning even without a teacher or tutor. There has been a growing trend towards self-paced and independent learning, where students have greater control over how and when they engage with their coursework. This flexible approach enables learners to study at times that best fit their personal schedules, which is especially helpful for those with additional responsibilities or challenges in attending live sessions (Baidoo-Anu & Owusu Ansah, 2023). Apart from that, educators can use the platform to create engaging teaching activities, and students can also get personalized learning according to their needs.

In the context of advanced education and learning, AI enables students to engage in higher-order learning processes such as independent inquiry, reflective thinking, multimodal knowledge construction, and self-regulated learning. These capabilities are particularly relevant in creative writing education,

where learners are expected to synthesize literary knowledge, cultural understanding, and creative expression through increasingly sophisticated learning experiences. In this sense, AI can support advanced learning and innovative learning design by encouraging flexible, multimodal, and student-centred literary learning activities. Despite the clear advantages, the widespread adoption of AI in higher education also raises concerns regarding its impact on students' cognitive development and creativity.

Several scholars caution that being too dependent on AI-generated content may undermine students' critical thinking abilities and discourage self-learning (Zhai et al., 2024). Another challenge, according to Jie & Kamrozzaman (2024) when it comes to ethics, especially how generated data is used, students must take ethical considerations seriously and avoid misusing or manipulating the data irresponsibly. Thus, AI use in creative writing requires a balance between technological assistance, student autonomy, and ethical control.

Furthermore, the integration of AI creates a challenging education and learning environment in which students must continuously evaluate information quality, verify sources, maintain originality, and make ethical decisions regarding authorship. These challenges encourage learners to develop critical thinking, creativity, and responsible digital literacy skills that are essential in contemporary higher education.

In creative writings, the use of AI in generating poems or short stories prompts ethical questions about the role of human creativity, culture and local wisdom. While AI can serve as a tool for getting new idea or language support, there is a risk that students might bypass the essential processes of integrating cultural element and values to the literary creation. Dainys (2024) argues that although AI can

learn and carry out creative tasks, it still functions within the limits of its programmed algorithms. A study by Begum (2025) also shares the same concern, even though AI is valuable for the students, there was concern regarding the authenticity, creativity, and ethical issues regarding authorship. AI can do lots of amazing things, but it can't replace human soft skills to get creative outputs (Marone et al., 2026). AI usage still needs human intervention and judgement, hence it is important for students to maintain their originality and creativity. Human creativity, on the other hand, is limitless and open to many possibilities depending on the local culture and wisdom. Therefore, this study is guided by a human-AI collaboration perspective, which views AI as a supporting tool in the creative process rather than as a replacement for the writer.

From an educational management perspective, the adoption of AI also represents an innovation in curriculum implementation, assessment practices, and learning resource management. Educational institutions are increasingly required to establish policies, guidelines, and support systems that ensure AI is integrated effectively while maintaining academic integrity and learning quality. Based on this perspective, students' perceptions are analysed through three related themes: perceived strengths of AI, perceived challenges of AI, and responsible suggestions for AI use in Malay literary writing.

In Brunei, studies on the use of AI in teaching and learning remain limited. Studies by scholars such as Husain et al. (2024)) and Rosli & Abdullah (2025) were limited to students enrolled in science and mathematics courses. Based on this research gap, the main objective of this study is to examine Malay Literature students' perceptions of using AI in creative writing. Unlike previous studies that

have mainly examined AI in Malay translation, academic text generation, and students' use of ChatGPT in Malay language learning (Syafiee & Yaqin, 2025; Yaqin et al., 2025a; Yaqin et al., 2025b), this study focuses on AI-assisted creative writing in Malay literature, where creativity, cultural meaning, originality, and ethical authorship are central. The research aims to examine students' perceptions of the strengths and weaknesses of AI in supporting their writing and to investigate their suggestions on how AI can be used more effectively and responsibly. The findings are expected to contribute to the development of responsible AI-based learning design for literature education, particularly by clarifying how AI can support ideation, multimodal presentation, and creative improvisation while preserving human creativity and cultural values. Aligned with these aims, the study addresses the following research questions (1) what are the strengths and weaknesses of using AI in creative literary writing; (2) how can AI be used in a responsible way in creative literary writing.

2. Method

This study employed a qualitative descriptive design using an online open-ended survey. This design was selected because the study aimed to understand students' perceptions, experiences, and suggestions in their own words after using AI in creative literary writing. Purposive sampling was used to recruit 21 undergraduate students who had taken a first-year Malay Literature course at Universiti Brunei Darussalam (UBD). Purposive sampling was appropriate because the study required respondents who had direct experience of producing Malay literary creative writing with AI and reflecting on that experience in class. These students were chosen because:

- a. They were Malay Literature major students
- b. One of their assessments required them to produce a piece of literary creative writing using AI
- c. They had shared their experience using AI in their presentation.

The questionnaire consisted of three sections: (1) demographic information, (2) open-ended questions on perceived strengths, weaknesses and (3) suggestions for effective use of AI in creating Malay literary works. The open-ended questions were aligned with the two research questions, so that students' responses could directly explain both the perceived strengths and weaknesses of AI and their suggestions for responsible AI use. Informed consent was collected at the beginning of the online survey and participation was voluntary. No personal identifiers were collected, and all responses were anonymised. Data were stored in a password-protected folder and used solely for research purposes.

Open-ended survey responses were analysed using thematic analysis. The researcher generated initial codes, grouped them into themes, and refined these themes through iterative comparison. The analysis began by coding responses related to strengths, weaknesses, and suggestions, before grouping similar codes into broader themes. The final themes were then mapped onto strengths, weaknesses and suggestions framework to address the research questions.

3. Result and Discussion

Figure 1 shows the main usage of AI when respondent create their creative literary work. The most common use is writing assistance (38%), indicating that most students had used on AI to draft, edit, or refine text, such as poems or pantuns. The second most frequent use is creating images (25%), suggest-

ing that some students are beginning to explore visual elements to accompany their literary pieces. A small proportion of students use AI to create audio (15.6%) and video (15.6%), reflecting interest in transforming written texts into multimodal formats such as spoken poetry, songs, or short clips. Overall, the data indicate that AI is primarily used to support students' creative writing processes. This pattern shows that students used AI mainly as a learning and creative support tool,

which is consistent with the view that AI can reshape students' engagement with content and learning activities (Adiguzel et al., 2023a). It also suggests that students' perceptions were shaped by the type of AI use, where text-based users mainly viewed AI as writing support, while image, audio, and video users viewed AI as a tool for multimodal literary presentation.

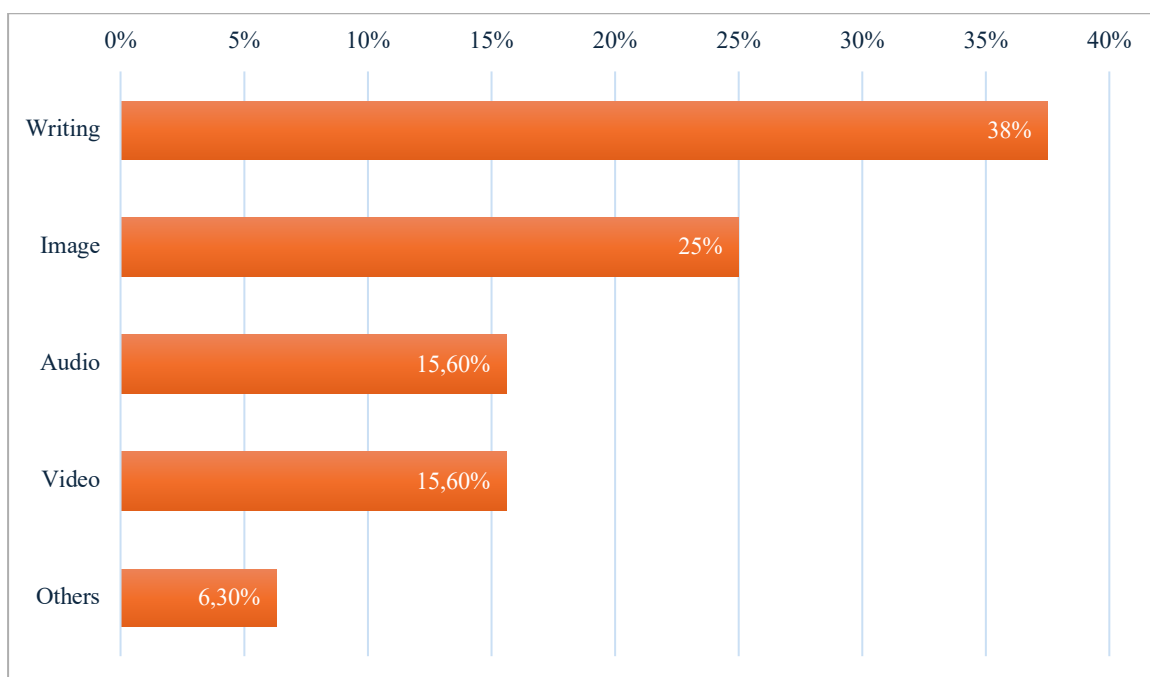


Figure 1: AI Usage in Creating Literary Work

Figure 1 demonstrates that students employed AI in a variety of ways during the creation of their literary works, with writing assistance emerging as the most dominant application (38%). This finding indicates that students primarily perceived AI as a supportive tool for generating ideas, drafting content, refining language, and facilitating the overall writing process. At the same time, the use of AI for image generation (25%), audio production (16%), and video creation (16%) suggests that students are increasingly exploring alternative forms of literary expression beyond conventional text-based writing.

The findings also reflect a shift towards multimodal learning practices, where literary works are no longer confined to written formats but can be presented through visual, auditory, and digital media. Such developments align with current trends in advanced education and learning that encourage students to engage with knowledge through multiple representations and technological platforms. Through these experiences, students are able to experiment with different modes of communication while simultaneously developing creative, digital, and critical literacy skills.

Furthermore, the diversity of AI applications highlights the emergence of innovative learning design in literature education. Rather than merely using AI to automate tasks, students appeared to utilise AI as a means of exploring new possibilities for literary creation, presentation, and audience engagement. This demonstrates how AI can support progressive learning environments that promote creativity, self-directed exploration, and active participation in the learning process. However, the increasing integration of AI into creative writing also raises important questions concerning originality, ethical responsibility,

and the preservation of cultural and literary values.

To provide a clearer understanding of students' experiences with AI-assisted creative writing, the responses were analysed thematically. The findings were organised into three major categories: strengths, challenges, and suggestions. These categories reveal not only the perceived benefits of AI in supporting literary learning but also the concerns and recommendations offered by students regarding its responsible and meaningful use in creative writing activities, as summarised in Figure 1.

Figure 1. Strengths, Challenges and Suggestions



a. Strengths

The study received many positive responses, indicating that students were actively using AI in their creative literary work. In Figure 1, the strengths were grouped into five themes: new innovation, time saving, information accessibility, ideation and understanding, and experiment and improvisation. These themes show that students perceived AI as a supportive learning technology rather than a complete substitute for creative authorship.

1) New innovation

The first strength identified by the respondents relates to innovation. Students perceived AI as a technological advancement that expands the possibilities of literary creation beyond conventional writing practices. Rather than viewing AI solely as a writing tool, many respondents considered it a medium for introducing new forms of literary expression and presentation that are relevant to contemporary digital culture.

“In my opinion, the use of AI also needs to be balanced in the production of literary works by not relying entirely on AI, so that the use of AI will not pose many challenges in the literary world. As

wise users, we also need to move in step with modern innovation in today's technological era. We cannot only focus on producing literature in written form, but we also need to create literature in new innovative forms and convey literature through new and innovative media.” (Respondent 1)

“...AI can produce the image desired by the writer; when the writer inserts this image into their work, the reader will be more attracted and will be able to imagine what the writer wishes to convey...” (Respondent 3)

“Society must adapt to existing advancements so that a community does not fall behind the times. Life in this increasingly challenging era greatly requires sophisticated tools or gadgets to facilitate matters in terms of learning. It can be seen here that AI indeed gives significant benefits to its society”. (Respondent 17)

Based on the data, the students' views that AI can modernise and expand the ways Malay literary works are created and presented. Respondent 1 emphasises that AI usage should

be balanced, and it should not be a total replacement for human creativity. It is a tool that allows literature to move beyond traditional written forms into new and innovative formats and media. Respondent 3 points specifically to AI's ability to generate images that match the writer's intentions, suggesting that such visual integration can make literary texts more attractive and help readers to visualize the message. Respondent 17 argues that societies must adapt to technological advancement and that sophisticated digital tools are now essential to support learning.

These responses suggest that students see AI as a new innovation to keep literature relevant in a changing technological era, enriching literary expression through multimodal and visually enhanced forms. This finding extends the discussion of AI in higher education by showing that innovation is not limited to academic productivity, but also includes new literary presentation modes and cultural expression.

Table 1. AI-Driven Innovations in Literary Creation

Innovation Dimension	AI Application	Student Perceived Benefit	Educational Contribution
Visual Innovation	AI-generated illustrations	Enhances reader imagination	Supports multimodal learning
Digital Publication	AI-assisted formatting and dissemination	Broadens literary audience	Encourages digital literacy
Multimedia Integration	Combining text, image, audio, and video	Increases attractiveness of literary works	Promotes innovative learning design
Contemporary Literary Expression	AI-based creative platforms	Aligns literature with technological trends	Enhances learner engagement

Table 1 further illustrates how students perceive AI as a catalyst for literary innovation. The findings suggest that innovation extends beyond writing assistance and includes the transformation of literary works into visual and multimedia formats. Students recognised that AI enables literature to remain relevant in a digital era while simultaneously creating new opportunities for audience engagement (Prastikawati et al., 2025). This

indicates that AI contributes not only to technological advancement but also to the evolution of literary communication and learning practices. The integration of multimodal elements may strengthen students' creative competencies and encourage innovative approaches to literary production.

2) Time Saving

Another important advantage highlighted by the respondents is the ability of AI to save time during the creative writing process. Students reported that AI helps them access information, generate ideas, and complete preliminary stages of writing more efficiently. This efficiency allows learners to focus more on refining and developing their literary works.

“For me, AI gives more benefits because it saves time in searching for the materials needed.” (Respondent 4)

“Time: Students can find out everything they want to know in a short time compared with searching for reference books, which may take up their time.” (Respondent 13)

“AI can give even more benefits to students because it provides ideas and very brief answers which save the time of going to the library and searching in books, and furthermore this AI is easy to access anywhere with today’s technology.” (Respondent 16)

Based on the data, the respondents describe AI as a practical tool that helps them save time and work more efficiently. Respondent 4 notes that AI is beneficial because it shortens the time needed to search for required materials to start creative writing. Similarly, Respondent 13 highlights that students can quickly find out everything they want to know with AI, in contrast to the longer process of reading books. Respondent 16 explains that AI not only provides ideas and concise answers but is also easily accessible from anywhere through current technologies.

These responses indicate that students value AI primarily for its ability to streamline the research and preparation process, allowing them to allocate their time more effectively in their literary work. This supports the idea that AI can assist flexible and self-paced learning, although students still need to evaluate the quality of the information they receive (Baidoo-Anu & Owusu Ansah, 2023).

Table 2. Time-Saving Benefits of AI in Creative Writing

Writing Activity	Conventional Approach	AI-Assisted Approach	Efficiency Outcome
Information Search	Reading multiple references	Instant information retrieval	Reduced search time
Idea Development	Manual brainstorming	Automated idea suggestions	Faster ideation
Draft Preparation	Writing from scratch	AI-assisted drafting	Increased productivity
Language Editing	Repeated manual revision	Automated language enhancement	Improved writing efficiency

Table 2 demonstrates that AI supports efficiency throughout various stages of the creative writing process. Students reported that AI reduces the time required for information gathering, brainstorming, drafting, and editing. Such efficiency enables learners to focus more on higher-order learning activities such as critical evaluation, literary analysis, and creative refinement. In the context of advanced learning, time-saving benefits can

enhance learner autonomy by allowing students to manage their learning processes more effectively (Jie & Kamrozzaman, 2024). However, efficiency should not replace critical engagement with literary sources or diminish the importance of independent thinking.

3) Information Accessibility

Respondents also emphasised the accessibility of information as a significant benefit

of AI. Through AI platforms, students can obtain relevant information quickly and conveniently without extensive searching through multiple sources. This accessibility supports learning activities by providing immediate assistance when students require information related to literary themes, concepts, or cultural references.

“AI has already given many benefits... It certainly helps us to search for information.” (Respondent 5)

“In my opinion, AI gives more benefits because it can help students obtain information easily and quickly and can reduce their workload”. (Respondent 6)

“All information can be accessed quickly and easily.” (Respondent 13)

“I feel that AI brings more advantages because it holds a lot of information, and with AI we only need to type what we want and it will produce the desired work.” (Respondent 14)

Students perceive AI as a highly efficient gateway to knowledge. Respondent 5 notes that AI helps them a lot in searching for information, indicating its usefulness as a first point of reference. Respondent 6 adds that AI enables students to obtain information quickly while also reducing their overall workload. Respondent 13 reaffirms this by stating that all information can be accessed easily, highlighting convenience as a key advantage. Respondent 14 further explains that AI offers extensive information and that users only need to type what they want for AI to generate the desired output. Overall, these responses show that students perceive AI as a powerful tool for rapid, convenient, and easy access to information, which supports their learning and literary work. However, this finding also shows the need for information literacy, because easy access does not automatically guarantee accuracy, originality, or cultural appropriateness in literary writing.

Table 3. AI-Supported Information Accessibility

Accessibility Feature	Function	Student Benefit	Learning Impact
Instant Access	Rapid information retrieval	Faster learning support	Improves efficiency
Wide Knowledge Coverage	Access to diverse topics	Broader literary exposure	Expands understanding
Continuous Availability	24-hour accessibility	Flexible learning opportunities	Supports self-directed learning
User-Friendly Interaction	Natural language communication	Easier information searching	Enhances learning engagement

As shown in Table 3, students considered AI a highly accessible source of information that supports both learning and literary production. The accessibility provided by AI enables students to obtain explanations, references, and contextual information with minimal effort. This convenience supports self-directed learning and encourages independent exploration of literary concepts. Nevertheless, the findings also emphasize the importance of digital and information literacy skills (Guedes

et al., 2025). Students must remain capable of evaluating source credibility and identifying potential inaccuracies within AI-generated responses to ensure responsible academic practice.

4) Ideation and Understanding

The findings further reveal that AI plays an important role in supporting ideation and enhancing students' understanding of literary concepts. Many respondents perceived AI as

a useful tool for generating inspiration, clarifying ideas, and overcoming creative barriers encountered during the writing process. Such support contributes to a more productive and engaging learning experience.

"This is because AI can help us to understand and study literature more effectively and efficiently." (Respondent 10)

"AI also gives many benefits in the world of literature because it opens space for young writers to get to know literature more broadly, especially literature that has existed since long ago." (Respondent 11)

"It is beneficial because, as students, we can gain ideas or inspiration when we are pressed for time or have no ideas at all." (Respondent 15)

Respondents perceive AI as a useful cognitive support in learning and creative writing through ideation and understanding. Respondent 10 highlights that AI helps them understand and study literature more effectively

and efficiently. This suggests that AI can help clarify difficult concepts, explain texts, and offer alternative interpretations, making literary study easier. Respondent 11 points out that AI is an "open space" for young writers to explore literature more broadly, including older works that may not be easily accessible, thereby expanding their exposure to different styles, periods, and traditions. Respondent 15 adds that AI is particularly helpful when students have lack of idea, as it can offer initial inspiration to overcome writer's block. These responses indicate that students perceive AI not only as a technical tool, but also as an intellectual companion that supports understanding and stimulates creative thinking in Malay literary work. This finding is important theoretically because it positions AI as a scaffold for literary ideation, while the final interpretation, cultural judgement, and emotional expression remain human responsibilities.

Table 4. AI Support for Ideation and Literary Understanding

AI Function	Description	Student Benefit	Educational Significance
Idea Generation	Produces themes and prompts	Reduces writer's block	Stimulates creativity
Concept Explanation	Clarifies literary concepts	Improves comprehension	Supports knowledge acquisition
Contextual Support	Provides historical and cultural information	Expands literary awareness	Deepens understanding
Alternative Perspectives	Suggests multiple viewpoints	Encourages reflection	Develops critical thinking

Table 4 highlights the role of AI as a cognitive support system that facilitates both ideation and understanding. Students perceived AI as a useful resource for generating inspiration, clarifying literary concepts, and exploring alternative interpretations. These functions can enhance creative confidence and reduce barriers encountered during the writing process. Importantly, students did not regard AI as a replacement for literary thinking; rather,

they viewed it as a supportive mechanism that stimulates intellectual engagement (Fitria, 2021). Consequently, AI can be understood as a learning scaffold that assists students in constructing knowledge while preserving human interpretation and creativity.

5) Experiment and Improvisation

Beyond text generation, students recognised AI as a platform for experimentation and creative improvisation. The integration of AI-

enabled tools allows learners to explore different forms of literary presentation, including visual, audio, and multimedia formats. This expands opportunities for innovative learning experiences and encourages students to engage with literature in more dynamic ways.

“In addition, AI applications such as Suno AI can create songs based on pantun or poems to attract the interest of young people...” (Respondent 2)

“...AI innovation gives a new picture of ways of learning. Through the use of AI, students can experiment with various platforms that make the learning of literature more...” (Respondent 13)

In my opinion, AI has become a very popular tool in the creation of a work or art more quickly and more beautiful in terms of visuals...” (Respondent 19)

Respondents emphasise AI's role in expanding the creative possibilities of Malay literary work, through experimentation and improvisation. Respondent 2 notes that applications such as Suno AI can transform literary work such as pantun or poems into songs, which can make literature more appealing and engaging for young people by presenting it in a more entertaining format. Respondent 13

highlights that AI innovation offers a new ways of learning which allow students to experiment with different digital platforms. Respondent 19 further observes that AI has become a popular tool for producing artistic work more quickly and with enhanced visual quality, suggesting that AI supports the creation of visually attractive materials that complement written texts. These responses indicate that students view AI as a means to experiment with new forms, media, and modes of presentation, enriching literary learning through multimodal and creative improvisation.

This finding reflects the emergence of innovative learning design practices in literature education, where traditional text-based activities are transformed into multimodal learning experiences involving visual, audio, and interactive digital content. Such learning designs provide opportunities for students to engage more actively with literary works while fostering creativity and technological competence. Thus, the most recent and significant finding is that students did not only use AI for text generation, but also for transforming literary works into multimodal forms such as images, audio, video, and songs.

Table 5. AI-Facilitated Experimentation and Improvisation in Literary Learning

Experimental Activity	AI Function	Creative Outcome	Educational Benefit
Poetry-to-Song Conversion	Audio generation	Musical literary adaptation	Increases engagement
Literary Illustration	Image generation	Visual representation of texts	Enhances imagination
Multimedia Storytelling	Video creation	Interactive literary presentation	Develops digital literacy
Stylistic Improvisation	Vocabulary and language enhancement	Improved literary expression	Strengthens writing quality

Table 5 illustrates the diverse forms of experimentation enabled by AI in literary learning. Students reported using AI to transform literary texts into songs, images, and

multimedia presentations that appeal to contemporary audiences. Such experimentation reflects the growing importance of multimodal learning environments where knowledge

can be expressed through various media formats (Abdulrahman, 2024). The findings suggest that AI expands opportunities for creative improvisation while simultaneously fostering digital competence. This indicates that AI can support innovative learning design by encouraging students to explore alternative methods of literary communication without abandoning the core values of human creativity and cultural expression.

b. Challenges

Despite the many benefits of AI, there were also challenges perceived by the respondents. They identified several issues, and, based on the analysis, four main themes emerged, as shown in Figure 1 overdependence on AI, loss of creativity and aesthetic values, plagiarism and copyright issues, and loss of authenticity and quality. These challenges indicate that students were aware of the ethical and creative risks of AI, particularly when AI use is not guided by human judgement.

1) Over dependence

Despite recognising the benefits of AI, respondents also identified several challenges associated with its use. One of the most frequently mentioned concerns was the risk of overdependence on AI technologies. Students worried that excessive reliance on AI could reduce independent learning efforts and weaken essential writing skills over time.

“But AI can also become a challenge when it is used one hundred per cent without producing one’s own quality work.” (Respondent 2)

“The challenge of AI is that students may read fewer books and rely more on AI to do their work.” (Respondent 4)

“AI brings more challenges in the world of literature because with the presence of AI, humans become increasingly dependent on it in producing literary works.” (Respondent 7)

The data shows that respondents expressed concern that heavy reliance on AI could weaken students’ own efforts and skills in creative writing. Respondent 2 notes that AI becomes problematic when it is used entirely without producing their own work, suggesting that overuse of AI may discourage students from developing their personal writing abilities. Similarly, Respondent 4 highlights that AI may lead students to read less and to rely on it to complete their tasks, thereby reducing engagement with primary texts and limiting deeper literary understanding. Respondent 7 adds that the presence of AI in the literary world may cause humans to become increasingly dependent on it for producing literary works. These responses indicate a shared fear that overreliance on AI could undermine students' independent learning, critical thinking, and creativity in producing their own works. This concern supports previous warnings that over-reliance on AI may weaken students’ cognitive abilities and reduce independent learning (Zhai et al., 2024).

Table 6. Risks of AI Overdependence in Creative Writing

Risk Dimension	Description	Potential Impact on Students	Educational Implication
Reduced Independent Learning	Excessive reliance on AI-generated content	Lower self-learning ability	Weakens learner autonomy
Decreased Reading Habits	Dependence on AI instead of literary sources	Limited literary exposure	Reduces deep learning
Declining Critical Thinking	Acceptance of AI output without evaluation	Less analytical engagement	Weakens higher-order thinking

Dependency in Writing	Reliance on AI for idea and text generation	Reduced writing competence	Limits skill development
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Table 6 demonstrates the major risks associated with excessive dependence on AI in creative writing activities. Students expressed concern that continuous reliance on AI may reduce their motivation to engage independently with literary texts and learning materials. Instead of actively exploring books, journals, and literary references, learners may become accustomed to obtaining immediate answers from AI systems (Avci et al., 2025). Such behaviour can gradually weaken independent learning habits and reduce opportunities for intellectual growth.

Furthermore, overdependence may negatively affect critical thinking skills. When students accept AI-generated suggestions without questioning their validity, they may fail to develop analytical and evaluative abilities that are essential in literary education. Literature requires interpretation, reflection, and personal engagement, processes that cannot be fully delegated to technology (Coronel et al., 2025). Therefore, although AI can support learning efficiency, excessive reliance may hinder the development of cognitive and creative competencies. These findings reinforce the importance of promoting balanced AI use that encourages students to remain active participants in the learning process rather than passive consumers of AI-generated content.

2) Loss of Creativity and Aesthetic Value

Another challenge raised by respondents relates to the potential decline in creativity and aesthetic appreciation. Students expressed concern that excessive use of AI may limit opportunities for personal expression and reduce engagement with the artistic and cultural dimensions of literary creation. As a result,

the originality and beauty of literary works may be affected.

"...challenges such as inaccurate information provided by AI may also occur..." (Respondent 5)

"...the quality and beauty of literary works are increasingly reduced, for example, because of a lack of ideas in finding the *pembayang* in pantun, students use AI to produce it..." (Respondent 7)

"...In my opinion, AI brings challenges in the world of literature. This is because AI does not have human qualities, for example in the reading of pantun works. AI's reading is flat, whereas humans are full of intonation and the rhythm of language..." (Respondent 8)

"AI brings more challenges to the world of literature because if the creators of works or those who study literature do not control their use of AI, then the aesthetic value of literature cannot be fully appreciated. The value of literature will be damaged and may even disappear in the future. Literary value can be damaged because of using AI too frequently and having no ability to contribute works due to not truly appreciating the beauty, elegance and aesthetics of literary works, which are normally learned without the help of AI..." (Respondent 9)

Respondents were concerned about how AI may negatively affect both the creative process and the artistic quality of Malay literary works. Respondent 5 points out that AI can possibly provide inaccurate information. Respondent 7 observes that when students rely on AI they will not have ideas on how to give '*pembayang*' (clue) in poems that often reflect local cultural values and elements. This issue could diminish the poem's aesthetic value. Respondent 8 further argues that AI lacks human qualities, especially in the oral

performance of pantun which is “flat”, in contrast to a human voice, which is rich in intonation and rhythm of language.

Respondent 9 extends this concern on the aesthetic appreciation of literature. If writers and literature students do not control their use of AI, the aesthetic value of literature cannot be fully appreciated, and the value of Malay literature may be “damaged” or even disappear in the future. Overuse of AI, combined with a limited ability to contribute original work, is seen as preventing students from truly experiencing and understanding the beauty, elegance, and aesthetics of literary

texts elements that are usually developed through direct engagement, reading, and performance without technological mediation. These responses suggest that students fear not only a decline in individual creativity, but also a long-term erosion of the emotional and artistic depth that characterises Malay literary tradition. This finding is consistent with the argument that AI can perform creative tasks but remains limited by programmed systems and does not fully replace human creativity, judgement, and cultural sensitivity (Dainys, 2024; Marrone et al., 2026).

Table 7. Impact of AI on Creativity and Aesthetic Appreciation

Challenge Aspect	AI-Related Issue	Potential Effect on Literary Work	Educational Concern
Reduced Original Creativity	Dependence on AI-generated ideas	Less unique literary expression	Weakens creative development
Loss of Cultural Nuance	Limited cultural understanding by AI	Inaccurate representation of local values	Threatens cultural preservation
Diminished Aesthetic Sensitivity	Automated content production	Reduced appreciation of literary beauty	Weakens literary competence
Lack of Emotional Depth	AI lacks human emotions and experiences	Less meaningful literary works	Reduces artistic quality

As shown in Table 7, students were concerned that excessive use of AI may gradually diminish creativity and aesthetic appreciation in literary learning. Literary creativity is deeply connected to personal experiences, emotions, imagination, and cultural understanding (Zhai et al., 2024). While AI can generate text efficiently, it cannot fully replicate the emotional richness and cultural sensitivity that characterize human literary expression.

Students also highlighted the importance of aesthetic appreciation, particularly in traditional Malay literary forms such as pantun and poetry. The artistic beauty of these works often emerges from subtle cultural references, rhythm, symbolism, and emotional resonance. AI-generated content may imitate these features superficially but

lacks the lived experiences that give literary works deeper meaning (Yaqin et al., 2025b). Consequently, overreliance on AI could reduce students' opportunities to cultivate creative imagination and aesthetic judgment. This finding suggests that educators should encourage learners to use AI as a supplementary tool while continuing to engage directly with literary texts and creative practices that foster artistic growth.

3) Plagiarism and Copyright Issues

Ethical concerns emerged as another major challenge in the implementation of AI for creative writing. Respondents highlighted issues related to plagiarism, copyright infringement, and uncertainty regarding authorship. These concerns reflect the need for clear ethical guidelines governing the responsible use

of AI-generated content in educational settings.

“People can also claim an AI-generated work as their own creation, whereas this actually contradicts the concept of ‘literature’ that humanises humans...” (Respondent 9).

“...if AI is used in the wrong way, it will certainly bring challenges to the world of literature. For example, there may be copyright disputes.” (Respondent 10).

AI brings more challenges in the world of literature because, among other things, it threatens the copyright of literary works. AI can also create confusion about whether a work was truly created by a human or otherwise (Respondent 11).

“In my opinion, AI brings more challenges to the world of literature because the accuracy of its sources is uncertain, and ‘plagiarism’ will also occur since AI will digest information used by individuals who have used AI previously...” (Respondent 20)

Regarding issues in plagiarism and copyright, the respondents expressed strong ethical concerns about the use of AI in literary creation. Respondent 9 highlights the risk that individuals may claim AI-generated work as their own, which contradicts the concept of

literature as something that it was produced through personal experience, values and expression. Respondent 10 similarly warns that inappropriate use of AI can lead to copyright disputes, particularly when it is unclear how AI has sourced or transformed existing texts. Respondent 11 notes that AI may threaten the copyright of literary works and create confusion over whether a piece was genuinely written by a human or produced by AI, thus blurring the boundaries of authorship and originality. Respondent 20 further adds that the accuracy and origin of AI’s sources are uncertain, and that plagiarism may occur because AI uses information from previous users and reproduces it without proper acknowledgment.

Collectively, these responses show that students are aware of the serious legal and ethical implications of AI-generated content and view plagiarism and copyright infringement as significant challenges that must be addressed in the literary and educational context. This supports previous concerns that AI use in learning requires ethical awareness, especially in relation to data use, authorship, and responsible practice (Jie & Kamrozman, 2024).

Table 8. Ethical Issues of Plagiarism and Copyright in AI-Assisted Writing

Ethical Issue	Description	Potential Consequence	Educational Implication
Plagiarism Risk	AI-generated content presented as original work	Academic misconduct	Threatens academic integrity
Copyright Violation	Unclear ownership of generated content	Legal disputes	Requires ethical guidelines
Authorship Ambiguity	Difficulty identifying the true creator	Reduced accountability	Challenges assessment practices
Source Transparency	Lack of clear citation of AI-generated information	Unverifiable content	Weakens scholarly standards

Table 8 highlights the ethical concerns raised by students regarding plagiarism and copyright in AI-assisted creative writing. One of the primary concerns is the possibility that students may submit AI-generated content as

their own work, creating uncertainty regarding authorship and originality. Such practices directly challenge the principles of academic integrity that underpin higher education (Rosli & Abdullah, 2025).

Another important issue concerns copyright ownership. Since AI systems generate content based on extensive datasets, questions often arise regarding whether the resulting output may unintentionally reproduce copyrighted material. Students recognised that the lack of transparency in AI-generated content can create legal and ethical complications, particularly when the original sources are difficult to identify (Rahmiaty et al., 2025). Furthermore, unclear authorship may complicate assessment processes because educators may struggle to distinguish between student-generated and AI-generated contributions. These findings suggest that educational institutions need clear policies and ethical guidelines governing AI use to ensure responsible authorship and protect intellectual property rights.

4) Loss of authenticity and quality

Respondents also questioned the authenticity and overall quality of literary works that rely heavily on AI assistance. They argued that literature derives much of its value from personal experience, emotion, and individual creativity, elements that cannot be fully replicated by technological systems. Consequently, excessive AI use may diminish the uniqueness of literary expression.

“...AI will become a challenge in the world of literature if someone misuses it for literary purposes. However, in terms of the originality of literary works, it is best that the creator themselves safeguards it...” (Respondent 12)

However, the use of AI has caused many creators or artists to feel dependent on it, thus reducing the

quality and value of their creative work. (Respondent 19)

“...This also affects the critical and creative thinking abilities of artists because they depend too much on the use of AI. This will cause the work not to be imbued with the creator's own soul...” (Respondent 20)

Finally, the issue of authenticity and quality of work produced by AI. The respondents expressed concern that AI may undermine the originality and depth of literary works. One of the respondents notes that AI poses a challenge when it is misused for literary purposes and stresses that the originality of a work should be protected by the writer, as it was their responsibility to maintain personal authorship and integrity. Respondent 19 observes that the use of AI has led many creators and artists to feel dependent on it, thereby reducing the quality and value of their creative output, as less effort and personal input may be invested in the work. Respondent 20 further argues that excessive reliance on AI weakens the critical and creative thinking abilities of artists, resulting in literary works that don't have 'soul'.

These responses indicate that students fear AI may dilute the human element in literature such as its originality, emotional depth, and personal voice. This finding is closely related to concerns about authenticity, creativity, and authorship in AI-assisted literary production (Begum, 2025). It also shows that, for Malay Literature students, authenticity is not only about originality of words, but also about preserving the writer's emotion, cultural experience, and personal voice

Table 9. Impact of AI on Authenticity and Literary Quality

Quality Dimension	AI-Related Concern	Potential Effect	Educational Significance
Authenticity	Reduced personal authorship	Loss of writer identity	Weakens originality
Emotional Expression	Limited emotional understanding by AI	Less meaningful narratives	Reduces literary depth
Critical Engagement	Dependence on automated generation	Lower reflective thinking	Weakens intellectual growth

Overall Literary Quality	Reduced personal contribution	Declining artistic value	Affects learning outcomes
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Table 9 illustrates students' concerns regarding the potential loss of authenticity and quality in AI-assisted literary production. Authenticity was viewed as a fundamental characteristic of literary works because it reflects the writer's personal experiences, emotions, and cultural background. Students argued that literature derives much of its value from the unique perspectives and voices of individual authors, elements that cannot be fully reproduced by AI systems (Syafiee & Yaqin, 2025).

In addition, respondents believed that excessive AI assistance could reduce the emotional depth and artistic quality of literary works. Literary texts created primarily through automated processes may appear technically correct but lack the personal meaning and emotional resonance associated with human-authored writing (Susilawati et al., 2024). The findings also suggest that dependence on AI may discourage reflective thinking and self-expression, both of which are central to literary education. Therefore, preserving authenticity requires maintaining a balance between technological assistance and human creativity. AI may support revision, editing, and analysis, but the core ideas, emotions, and cultural meanings should remain the responsibility of the writer. This perspective reinforces the human-AI collaborative model proposed in this study, where AI functions as a facilitator while human authorship remains central to literary creation.

c. Solutions

In this study, respondents offered several suggestions to address the challenges they identified. As mentioned in Figure 1, these suggestions were grouped into four themes:

balancing usage, ideation, experimenting with literary work, and improvisation and analysis of work. These suggestions show that students were not rejecting AI, but were proposing a responsible and balanced model of AI use in literary learning.

1) Balancing Usage

In response to the challenges identified, respondents proposed several strategies for the responsible integration of AI in literary education. The most common recommendation was maintaining a balanced approach to AI usage. Students emphasised that AI should complement, rather than replace, human creativity and critical thinking throughout the writing process.

"...My suggestion is that AI practitioners and users also need to have balance in the production of works, such as creating their own literary works but delivering them through the use of AI as an option, and not producing works entirely using AI..." (Respondent 2)

"My suggestion is that when wanting to produce a literary work, use AI only as a reference and then use one's own ideas and creativity so that the literary work produced is of higher quality..." (Respondent 6)

"Taking into account and balancing what is given by AI and being wise in making use of it so that it can give an individual a broad perspective. However, do not take one hundred per cent of what AI gives and never use AI without balancing the elements that already exist in something. For example, even though AI gives an example of a pantun stanza, we need to balance whether the stanza given by AI corresponds with the values of pantun..." (Respondent 10)

"In my opinion, AI can still be used as long as it is in moderation and not relied upon one hundred per cent. It may be used when making a mind map

of the ideas that are to be used in the work.” (Respondent 21)

First, the respondents consistently emphasised moderation in the creative process by balancing the usage of AI in creating creative literary work. Respondent 2 suggests that writers should first create their own literary works and then use AI as an optional tool for delivery or enhancement, rather than allowing AI to generate the entire piece. Similarly, Respondent 6 proposes that AI should be used only as a reference, while the main ideas and creativity must come from the writer to ensure higher quality and more authentic work. Respondent 10 further stresses the need to critically evaluate and balance what AI provides, warning against taking AI output entirely

without considering existing literary elements and values.

For instance, when AI suggests a ‘pantun’ stanza, students should still check whether it truly fits the local culture and values. Respondent 21 reinforces the idea of moderation, suggesting that AI can be used for specific tasks such as creating mind maps of ideas, but should not become a complete substitute for human effort. These responses show that students advocate a collaborative model, where AI is a supportive tool while human judgment, creativity, and cultural understanding remain central in the production of Malay literary works. This balanced model is the main theoretical contribution of the findings, as it frames responsible AI use in Malay Literature as collaboration between AI assistance and human-cultural authorship.

Table 10. Principles of Balanced AI Usage in Literary Learning

Principle	Role of AI	Role of Human Writer	Expected Outcome
Complementary Use	Provides support and suggestions	Maintains creative control	Balanced literary production
Critical Evaluation	Generates content alternatives	Evaluates relevance and quality	Improved decision-making
Cultural Verification	Offers linguistic assistance	Ensures cultural appropriateness	Preservation of literary values
Ethical Responsibility	Assists writing process	Retains authorship and accountability	Academic integrity

Table 10 demonstrates the importance of maintaining a balanced relationship between AI assistance and human creativity in literary learning. Students consistently emphasized that AI should function as a supporting tool rather than a replacement for human authorship. Within this balanced framework, AI can assist writers by providing suggestions, generating alternative expressions, and facilitating idea development, while the final decisions remain under the control of the writer.

The findings indicate that responsible AI use requires active human engagement throughout the creative process. Students

highlighted the need to critically evaluate AI-generated outputs to ensure their accuracy, cultural appropriateness, and relevance to literary objectives (Nurwahid & Ashar, 2024). This is particularly important in Malay Literature, where cultural values, symbolism, and local wisdom play a significant role in shaping literary meaning. Furthermore, balancing AI use contributes to ethical literary practices by ensuring that students remain accountable for the originality and authenticity of their work (Rahmiaty et al., 2025). Consequently, the balanced human-AI collaboration model proposed in this study provides a practical framework for integrating

emerging technologies while preserving educational and literary values.

2) Ideation

Respondents also suggested that AI should primarily be utilised as a tool for generating ideas and stimulating creative thinking. By using AI during the early stages of writing, students can obtain inspiration while still retaining ownership of the creative process. This approach allows AI to support creativity without undermining originality.

“So that literature can develop without losing the writer’s identity and artistic touch, AI should be used as a supporting tool and not as a replacement for the writer.” (Respondent 3)

“My suggestion is that we should read books first and only use AI to obtain ideas; the rest of the elaboration should be searched for by ourselves.” (Respondent 5)

“Using AI when the writer does not know how to find ideas or to brainstorm. Not relying entirely on AI because most AI does not have emotions and understanding that are the same as humans. In this way, the production of the work is not 100% using AI.” (Respondent 11)

Secondly, respondents emphasised that AI should be used as an ideation tool rather than as the main author of the creative literary work. Respondent 3 states that, for literature to grow, writers must retain their identity and artistic touch, suggesting that AI should serve as a supporting tool rather than a replacement for the writer. Respondent 5 suggests a practical sequence in which students should read books first and then use AI to obtain ideas. This was to keep traditional reading and critical engagement at the centre of the writing process. Respondent 11 proposes that AI can be used when the writer does not know how to find ideas or needs to brainstorm, but warns against relying entirely on AI because it lacks human emotion and understanding.

They stress that, in this way, the final product is not “100% using AI”. Overall, these responses show that students view AI could be use as a starting point for generating ideas and overcoming writer’s block. They believe that the main creative effort and emotional depth must come from the human writer. This shows that students’ suggestions are aligned with the idea that AI can assist creativity, but cannot replace the human soft skills needed for meaningful creative output (Marrone et al., 2026).

Table 11. AI as a Tool for Literary Ideation

Ideation Function	AI Contribution	Student Benefit	Creative Outcome
Brainstorming	Generates initial ideas	Reduces writer’s block	Increased creativity
Theme Exploration	Suggests literary themes	Broadens perspectives	More diverse narratives
Plot Development	Offers storyline possibilities	Enhances planning process	Stronger story structure
Concept Expansion	Provides related concepts and contexts	Stimulates critical reflection	Richer literary content

Table 11 highlights students’ perceptions of AI as a valuable ideation tool that supports the early stages of creative writing. Rather than viewing AI as an author, respondents

regarded it as a brainstorming partner capable of generating themes, concepts, and narrative possibilities (Mustofa et al., 2025). Such support is particularly beneficial when

students encounter difficulties initiating ideas or overcoming writer's block.

The findings suggest that AI contributes to creativity by expanding the range of possibilities available to writers. Through exposure to alternative themes, contexts, and perspectives, students are encouraged to think more broadly about literary topics and narrative development. However, respondents consistently emphasized that AI-generated ideas should serve only as starting points. The creative interpretation, emotional depth, and cultural meaning embedded within literary works must still originate from the writer (Coronel et al., 2025). This demonstrates that AI-supported ideation functions as a scaffold that stimulates creativity while preserving human ownership of the creative process. Consequently, AI can enhance literary learning by facilitating inspiration without undermining originality.

3) Experimenting with literary work

Another recommendation involves using AI to experiment with alternative forms of literary presentation. Students believed that AI technologies could help revitalise interest in literature by transforming traditional texts into more engaging multimedia formats. Such experimentation may broaden audience participation and increase appreciation of literary works among younger generations.

"...AI applications or platforms can be an option for literary practitioners to create works and to attract the interest of other literary practitioners in presenting their work in a way that is balanced and in line with the technological world in this era... The use of AI can also help literary practitioners to be more creative through music and so on, which is more interesting and unique for other readers..." (Respondent 2)

"...at the present time, society, especially teenagers, are less interested in listening to or reading literary works; therefore, writers need to change the work into a form or method that can attract the interest of today's society, for example, using Suno.AI, Riffusion AI, Natural Reader and transforming the work into a song." (Respondent 4)

"My suggestion is that AI can produce illustrations or songs taken from literary works so that the younger generation is more interested in seeing and listening. Examples of AI are CoPilot, SunoAI, NaturalReader..." (Respondent 9)

Respondents also suggested using AI for experimenting with literary work. Respondent 2 suggests that AI applications and platforms can be used as an option for students to present their work in an innovative way, for example, incorporating music or other creative elements to make texts more interesting and unique for readers. Respondent 4 notes that many people, especially teenagers, are now less interested in listening or reading conventional literary works. Therefore, writers need to transform their work into more attractive forms, such as songs generated through tools like Suno.AI, Riffusion AI, or NaturalReader. Similarly, Respondent 9 proposes that AI can be used to produce illustrations or songs based on existing literary texts so that the young people are interested in listening to it. These responses indicate that students see AI as a valuable means for multimodal experimentation, using audio and visual transformations to revitalise interest in Malay literature among younger generations. This also shows a difference in perception between respondents who focused on written support and those who explored visual, audio, and video tools: the latter viewed AI more strongly as a medium for innovation and audience engagement.

Table 12. AI-Supported Experimentation in Literary Works

Experimental Activity	AI Application	Literary Outcome	Educational Benefit
Poetry-to-Song Conversion	Suno AI, Riffusion AI	Musical adaptation of poetry	Enhances engagement
Literary Illustration	AI image generators	Visual interpretation of texts	Supports multimodal learning
Audio Narration	NaturalReader	Spoken literary presentation	Improves accessibility
Multimedia Storytelling	AI video generation	Interactive literary experience	Develops digital competence

Table 12 illustrates how students perceive AI as a platform for experimenting with alternative forms of literary presentation. Respondents acknowledged that contemporary audiences, particularly younger generations, increasingly engage with visual, audio, and digital media. Consequently, AI provides opportunities to transform traditional literary works into formats that are more attractive and accessible.

The findings reveal that experimentation extends beyond technological novelty and contributes to innovative learning experiences. Through AI-assisted multimedia production, students can explore new ways of presenting literary content while simultaneously developing digital literacy skills (Husain et al., 2024). The conversion of poems into songs, the creation of visual illustrations, and the production of multimedia storytelling experiences represent examples of how literature can be revitalized through technological integration (Prastikawati et al., 2025). Such experimentation encourages active learning and promotes creativity by allowing students to communicate literary ideas through multiple modes of expression. Therefore, AI-assisted experimentation supports both literary engagement and the development of twenty-first-century competencies.

4) Improvisation and analysing work

Finally, respondents proposed using AI as a tool for improving and evaluating literary works. Rather than generating complete texts, AI can assist writers in revising drafts, analysing strengths and weaknesses, and refining language choices. This supportive role enables students to enhance the quality of their work while preserving their creative ownership.

“The use of AI can also be used as an initiative in delivering written literature so that the next generation does not only focus on the written field alone, but there are other ways of creating in the field of literature.” (Respondent 2)

“AI can provide ideas, edit text, and suggest more interesting language styles to assist in literary writing. To ensure that the outcome produced has originality and emotion, human creativity is still important.” (Respondent 3)

“...using AI to try new things or new creativity... this literary work arises from ideas that emerge in the writer’s mind; therefore, with AI, the writer can analyse their own work. When the writer knows the strengths or weaknesses of their work, then the writer can further improve their writing.” (Respondent 4)

“Using AI to search for good words/bombastic words/old words to be used in composing poetry such as pantun, sajak and others.” (Respondent 16)

Finally respondents emphasised AI as a tool for improvisation and analysing literary

work. Respondent 2 notes that AI can be used as an initiative for delivering written literature in alternative ways, so that the next generation can explore other modes of literary expression. Respondent 3 highlights AI's practical functions in providing ideas, editing text, and suggesting more engaging language styles, while stressing that human creativity remains essential to preserve originality and emotional depth in the final product. Respondent 4 describes AI as a means to try new things or new creativity.

Literary works should originate from the writer's own ideas, and AI can then be used to analyse those works, helping writers identify their strengths and weaknesses to improve

their writing. Respondent 16 adds that AI can assist in searching for "good words", expressions, or unique vocabulary to enrich poetry. These responses show that students view AI as a supportive instrument for revision, stylistic enhancement, and self-evaluation, which can enhance the quality of Malay literary work while keeping the core creative impulse firmly in human hands. This finding contributes to the discussion of learning technology by showing that AI can be used not only to generate content, but also to support reflection, revision, and self-evaluation in the creative writing process.

Table 13. AI for Improvisation and Literary Analysis

AI Function	Purpose	Student Benefit	Learning Outcome
Text Revision	Improve grammar and clarity	Higher writing quality	Better literary expression
Vocabulary Enhancement	Suggest sophisticated language	Richer literary style	Improved language proficiency
Literary Analysis	Identify strengths and weaknesses	Greater self-awareness	Enhanced reflective learning
Creative Improvisation	Generate alternative expressions	Encourages experimentation	Increased creative flexibility

Table 13 demonstrates the role of AI as a tool for literary improvisation and analytical reflection. Students perceived AI as particularly useful during the revision stage, where it can assist in refining language, improving sentence structure, and suggesting alternative expressions (Fatimah et al., 2022). Such functions enable writers to enhance the quality of their literary works without compromising their ownership of the creative process.

Beyond revision, respondents also viewed AI as a mechanism for self-evaluation and reflection. By analysing drafts and identifying strengths and weaknesses, AI can help students become more aware of areas requiring improvement. This process encourages reflective learning, which is an

important component of advanced education and creative development. Furthermore, AI-supported improvisation allows writers to experiment with alternative vocabulary, stylistic variations, and narrative approaches. These opportunities can enrich literary expression while maintaining the writer's personal voice (Ernita et al., 2024). Therefore, the findings suggest that AI has significant potential as a tool for continuous improvement, supporting both creative refinement and critical self-assessment within literary learning environments.

4. Conclusion

This study has shown that students perceive both clear strengths and challenges in using AI for creative writing. All

participants acknowledged that the use of AI in education and creative writing is inevitable however, they emphasised that AI must be used thoughtfully and responsibly. This corresponds to a study made by Carroll, Gholap et al, and Abdulrahman M who stressed the importance of balancing the AI and human judgment in creativity. The findings indicate that students are proactive and reflective at the same time. It means they are not simply passive users of AI, but are actively seeking ways to integrate it into their writing while maintaining academic integrity and moral responsibility. Based on these findings, this study proposes a balanced human-AI literary learning model, in which AI functions as a support for ideation, multimodal presentation, improvisation, and analysis, while human writers remain responsible for originality, cultural meaning, aesthetic value, and ethical authorship.

The proposed model also aligns with the principles of progressive education and learning by promoting learner autonomy, collaborative knowledge construction, technological adaptability, and continuous reflection. Rather than replacing human creativity, AI serves as a catalyst that encourages students to explore new forms of literary expression while preserving cultural identity and ethical responsibility.

Consequently, AI literacy among both teachers and students is crucial and there is a strong need for guidelines and policy documents from relevant ministries and institutions. Financial support is also needed to invite experts, provide educator training and ensure appropriate infrastructure and tools so that AI use is inclusive and accessible to students from diverse backgrounds.

This study has several limitations, as it was based on a small sample of 21 students from a single programme. Its findings cannot

be generalised to all higher education students or to other institutional contexts. Future research could address these limitations by involving larger, more diverse samples across different programmes, universities, and countries, enabling comparisons of perceptions of AI across various literary and non-literary settings (Astutik et al., 2024). Future studies should also examine specific stages of the creative writing process, such as brainstormings, drafting, revising, multimodal presentation, and ethical citation of AI use. At the same time, the question of how much AI involvement is acceptable so that the work is considered human-authored remains unresolved.

This grey area, especially when AI is used for amendment, improvisation, or enhancement, highlights the need for clearer ethical boundaries. Further research may also develop assessment rubrics or classroom guidelines to distinguish between acceptable AI assistance and excessive AI dependence in literary writing. It is hoped that this research will provide educators, researchers, and relevant agencies with insights into how to make AI- and Malay Literature-based learning more balanced and beneficial for all learners.

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