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From Imagination to Expression: Exploring Students' Narrative Experiences of AI-Integrated Poetry Writing Through the Anchor Eyes Learning Model in Sumenep Junior High Schools

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ABSTRACT

Background. The rapid development of digital technology and artificial intelligence (AI) has transformed educational practices by creating new opportunities for creative and student-centered learning. In poetry writing, however, many junior high school students continue to experience difficulties in generating ideas, developing imagination, selecting appropriate diction, and expressing creative thoughts. These challenges indicate the need for an innovative instructional model that integrates students' creative processes with AI-assisted learning.
Purpose. This study aims to explore how the AI-assisted Anchor Eyes Learning Model improves junior high school students' poetry writing skills by addressing the learning barriers they encounter during the creative writing process.
Method. This study employed a descriptive qualitative design involving 70 eighth- and ninth-grade students from four junior high school classes in Sumenep Regency. Data were collected through classroom observations, reflective interviews with teachers and students, analysis of students' poetry manuscripts before and after the implementation of the model, and supporting documentation. The data were analyzed using the Miles and Huberman interactive model, consisting of data collection, data reduction, data display, and conclusion drawing with triangulation and member checking to ensure trustworthiness.
Results. The findings reveal that the AI-assisted Anchor Eyes Learning Model substantially enhanced students' poetry writing by improving their ability to generate ideas, develop imaginative expression, select more appropriate diction, employ richer figurative language, and organize poetic structures more effectively. Reflective learning supported by AI tools also reduced students' creative blocks, increased learning motivation, and enabled teachers to facilitate a more interactive and personalized writing process. Approximately 85% of teachers and students were already familiar with digital learning devices, facilitating the integration of AI into classroom activities.
Conclusion. The AI-assisted Anchor Eyes Learning Model provides an effective pedagogical approach for improving poetry writing skills by transforming students' creative writing processes while overcoming common obstacles in idea generation, language development, and creative expression.

KEYWORDS

Anchor Eyes Learning Model, Artificial Intelligence, Creative Writing, Narrative Pedagogy, Poetry Writing, Reflective Learning

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INTRODUCTION

The rapid development of digital technology, particularly Artificial Intelligence (AI), has reshaped educational practices by transforming how teachers design learning experiences and how students construct knowledge (Xiong & Li, 2026). Rather than functioning merely as technological tools, AI-based applications have increasingly become cognitive partners that facilitate idea generation, reflection, creativity, and personalized learning (Khan dkk., 2025). In language education, these developments offer new opportunities to support students' creative writing processes while encouraging teachers to adopt more innovative pedagogical approaches (Gu dkk., 2026). Nevertheless, the educational value of AI depends not on the technology itself but on how it is pedagogically integrated into meaningful learning experiences.

Poetry writing represents one of the most challenging forms of creative literacy for junior high school students (Lehner, 2026). Unlike other writing genres, poetry requires students to transform personal experiences, emotions, and imagination into symbolic language through appropriate diction, figurative expressions, and coherent poetic structures (Koukopoulos dkk., 2026). Previous studies have shown that many students experience difficulties in generating original ideas, sustaining imaginative thinking, selecting expressive vocabulary, and developing confidence throughout the writing process (Rohrbeck dkk., 2026). Consequently, poetry writing is not merely a linguistic activity but also a reflective and creative process that requires appropriate instructional support.

These challenges were similarly observed during preliminary observations conducted in four junior high school classes in Sumenep Regency involving 70 eighth- and ninth-grade students (Happe & Marquardt, 2025). Although most teachers and students had access to digital learning devices, AI applications such as ChatGPT, Gemini, and Dola were rarely incorporated into poetry learning (Gonda & Park, 2026). Classroom observations and informal discussions revealed that teachers were concerned that AI might reduce students' creativity, encourage dependency, and weaken critical thinking (Du & Wang, 2025). As a result, poetry instruction remained predominantly teacher-centered, emphasizing technical aspects of poetry while providing limited opportunities for students to explore ideas, reflect on their experiences, or develop imaginative expression through technology-assisted learning.

From a sociocultural perspective, learning occurs through interaction, guidance, and scaffolding that enable learners to accomplish tasks beyond their current level of competence. Abusaada dkk., (2026) theory emphasizes that cognitive development is facilitated through social mediation and appropriate instructional support. Within creative writing, such scaffolding may originate not only from teachers and peers but also from AI-assisted environments that stimulate brainstorming, vocabulary exploration, and reflective thinking (Park, 2026). Furthermore, Mezirow's Transformative Learning Theory argues that reflection enables learners to reconstruct previous assumptions into new perspectives (Abdipour, 2026). These theoretical perspectives suggest that AI should not replace students' creativity but rather function as a scaffold that strengthens reflective and imaginative learning.

Several previous studies have reported the positive contribution of AI to writing instruction by improving writing quality, providing immediate feedback, and supporting personalized learning environments (Cekic dkk., 2026). Other studies have also highlighted the importance of creative writing pedagogies that encourage student autonomy and reflective thinking (Tomczyk, 2024). However, existing research has largely examined AI as a technological tool for improving writing performance, while limited attention has been given to how AI reshapes students' creative learning experiences through an integrated pedagogical model (C. Liu & Li, 2026). Likewise, studies on

poetry writing have generally focused on writing outcomes rather than the learning processes through which students negotiate ideas, imagination, and creative expression.

To address this gap, this study introduces the Anchor Eyes Learning Model, an instructional framework that integrates four interconnected learning components: idea generation, learning media, instructional methods, and reflective creative processes (Heidari dkk., 2026). Unlike conventional writing instruction that primarily emphasizes technical mastery, the Anchor Eyes Learning Model positions students' creative transformation as the center of learning while utilizing AI applications as pedagogical scaffolds rather than substitutes for human creativity (Pit dkk., 2025). Through this integration, students are encouraged to develop ideas more independently, strengthen imaginative thinking, enrich diction, and reflect continuously throughout the poetry writing process.

Accordingly, this study aims to explore how the AI-assisted Anchor Eyes Learning Model transforms junior high school students' poetry writing experiences by facilitating creative idea generation, overcoming barriers encountered during poetry composition, and supporting reflective learning that enhances imaginative and expressive writing (Aladini & Gheisari, 2025). By emphasizing students' and teachers' learning experiences rather than merely measuring writing improvement (Lotherington dkk., 2024), this study contributes to the growing discourse on AI-supported creative pedagogy and offers an alternative instructional framework for literary learning in secondary education.

LITERATURE REVIEW

There are several literature reviews used to support the research theoretically, namely (1) Writing Literature; (2) Creative Writing; (3) Learning to Write Poetry, (4) Anchor Eyes Model in Writing Poetry, (5) AI-Based Poetry Writing Learning

Writing Literature

Writing is a language skill that enables a person to express their ideas, feelings, and thoughts to others using written media (Yue dkk., 2026). Writing is the process of expressing feelings and emotions through written language in various forms. De Asis, (2026) emphasizes that writing is a language skill. Writing is the attempt to depict graphic symbols that represent a language understood by a person.

In his book "Poetics," Aristotle explains that literary writing is the art of imitating human life through structured language, rhythm, and harmony (Lei dkk., 2026). Aristotle argued that art has an educational role, stimulating reason (logic) through structured emotions. Literature can also be understood as a broad spectrum encompassing everything written: the use of language in written form, which simultaneously serves as a means of personal expression (Borromeo dkk., 2026). Expression can range from experiences, thoughts, passions, and beliefs, manifested in concrete, captivating images through the medium of language.

Andreas Teeuw emphasized that literature is not merely an aesthetic product created for its beauty alone, but rather a system of semiotic signs that serves as a connecting medium between socio-cultural reality and individual interpretation (Mariani dkk., 2026). Literature also functions as a mirror and a tool of transformation; it imitates reality (mimesis) and provides space for readers to experience catharsis, emotional and intellectual cleansing through confrontation with ideas (Xing dkk., 2026). Creative writing is a writing activity that emphasizes freedom of imagination, self-expression, and innovation in delivery. Unlike technical or academic writing, creative writing provides space for writers to explore new ideas, develop complex characters, and create engaging fictional worlds. In (Scalise Sugiyama, 2024), the main purpose of creative writing is to entertain,

inspire, or provoke readers' thoughts through literary works such as poetry, novels, poems, drama, and creative essays.

Learning to Write Poetry

Literature plays a crucial role, equal to language skills. In ninth grade junior high school, literacy activities are included in Indonesian language learning materials, specifically the topic of writing poetry. The purpose of incorporating poetry writing into Indonesian language learning is to improve students' ability to appreciate, enjoy, and understand literature or literary works (Wibowo, 2018). To improve students' skills in literacy activities such as writing poetry, they must be interested in learning to write poetry.

During the development of poetry writing materials in three junior high schools in Sumenep Regency, it was found that many students lacked interest in poetry writing. The reason for this lack of interest was the use of conventional methods of delivery, a lack of innovation, and a lack of adaptability in the teaching and learning process. This led to students' lack of interest in learning activities in general, and specifically in Indonesian language learning on the topic of writing poetry. Therefore, teachers are needed who are extra creative; teachers who are willing to utilize and develop modern facilities to meet students' needs.

In this study, we tried to apply a learning model in poetry writing activities, namely the steps of writing poetry with the Anchor Eye Model and using the ADDIE model which is of interest to students in learning to write. The selection of models and techniques that are appropriate to student competencies can stimulate student interest in poetry writing learning activities. Writing poetry is the process of expressing ideas/concepts about something expressed using symbolic, imaginative diction, to give a strong impression or emotion to the reader. According to Taetz-Harrer & Ehlers, (2026) writing poetry is literature that has an equally important role as language, developing ideas/concepts in writing. Literary activities at the junior high school level are included in Indonesian language and literature learning on the topic of writing poetry..

According to Nguyen & Le, (2026), poetry exhibits qualities of compression, concentration, and intensity; all related to the required structural qualities. Based on these definitions of writing and poetry, it can be concluded that writing poetry is the process of expressing ideas about something through compression, concentration, and intensity, all of which are related to the characteristics of poetry. The essence of good poetry writing lies in the ability to condense experiences, emotions, and ideas into a concise and memorable expression using the right style to create an emotional and intellectual impact on the reader. This encompasses several key aspects: Economy and Density: Every word, line, and stanza of poetry must be meaningful and contribute to the overall theme. The strength of poetry lies in its ability to convey a profound message in a limited space.

Poetry focuses on one main event or central conflict with the power of imagination. Writers must be able to effectively develop characters, showing their motivations, internal conflicts, and development through action and dialogue. A good command of language is essential. Writers must be able to choose the right diction to create atmosphere, convey emotions, and describe details effectively. A unique and consistent style of language can strengthen the story's appeal. Writing poetry requires high creativity and imagination. Writers must be able to create unique and interesting worlds and characters, as well as convey a meaningful message.

Unity of Theme and Impression: All elements of the story must contribute to the main theme and create a strong, singular impression on the reader. Writing good poetry is the art of effectively and memorably condensing and presenting human experiences in a concise narrative form. This

requires mastery of writing techniques, creativity, and a deep understanding of how to convey emotions and ideas through words.

Writing good poetry requires a combination of theoretical understanding and practical writing (Gani et al. 2024). The following describes the criteria for writing good poetry: (1) Ideas and Themes: Begin with an interesting and original idea. Ideas can come from personal experience, observation, or imagination. Develop this idea into a strong and consistent theme throughout the story. The theme is the core message or idea the writer wishes to convey. Effective Style; Use precise, straightforward, and engaging language. Choose the right words to convey emotion and atmosphere. Avoid excessive or wordy language. A unique style can be a writer's signature..

Solid Structure; the poem has a concise structure. Make sure each stanza is well connected and supports the theme of the story. Avoid unnecessary digressions. Use of figurative language; use figures of speech, metaphors, and personification to enrich the language and create a more imaginative, dramatic effect. Revision and Editing; after finishing writing, reread your poem and revise and edit it. Chandrasiri dkk., (2025) stated that to write a quality poem, it is necessary to pay attention to the criteria for writing good poetry, namely (1) A clear and focused theme, so that the reader can grasp the core idea that is being conveyed; (2) A setting that provides the context of time and place; the choice must be able to create an atmosphere that supports the reader in imagining the situation that occurs. (3) Style/diction, which includes the choice of sentence structure, rhythm, and the use of appropriate figures of speech; the right style enriches the reader's experience without sacrificing clarity; (4) Diction must be precise, economical, and able to express the desired emotional nuance; strong diction increases the reader's appeal; (5) A message that is able to convey a message to the reader. A poem not only meets aesthetic standards, but also demonstrates the writer's creativity, originality, and ability to convey messages effectively and aesthetically.

Building Elements of Poetry

Intrinsic Elements

Intrinsic elements are elements that construct a literary work from within itself. According to (Kosasih, 2018:105), the theme and message in poetry are included as intrinsic elements. Elements that construct a poem within the work include theme, message, setting, and style. Theme is one of the elements that constructs a poem within itself. The theme of one literary work differs from the theme of another.

The message or message is of great value because it is always related to the theme. A poem about a soldier's family, therefore, cannot be far from the importance of maintaining strength, resilience, loyalty, and sacrifice. Furthermore, a poem about the divine and its message revolves around the importance of devotion to God, always doing good deeds in the hope of God's blessing.

Style is the author's way of using language to create aesthetic effects while conveying meaning in the story. This includes word choice (diction), the use of figures of speech, and sentence structure, which serve to enrich the reader's experience and deepen the story's meaning. The use of appropriate language style can enliven the atmosphere and strengthen the message you want to convey.

Extrinsic Elements

Extrinsic Elements (Elements Outside the Story that Influence) such as the Author's Background: The author's social, cultural, educational, and life experiences. Values in the Story: The religious, social, cultural, moral, and political values contained in the Poetry. The Condition of Society When the Poetry Was Created: The social, economic, and political situation at the time of writing. For example, authors with a medical background tend to use a lot of medical terms in their

work. This influences the resulting literary work. The Author's Background: The author's social, cultural, educational, and life experiences.

The Anchor Eye Model in Learning to Write Poetry

According to the Big Indonesian Dictionary (KBBI), a model in education is defined as a pattern, example, reference, or variation of something to be created or produced. In an educational context, a model often refers to the approach or method used in the learning process. A model is a plan or pattern that can be used to shape curriculum, design learning materials, and guide learning in the classroom or other environments.

This model uses the analogy of a ship's anchor when it is about to anchor; starting from the idea (anchor eye 1), media (anchor eye 2), method (anchor eye 3), and creative process (anchor eye center) which are simultaneously integrated and ready to anchor. This model emphasizes student self-change as the core of the learning experience, collaboration, and creative expression integrated with digital technology. Thus, the Anchor Eyes Models are not just about material, but rather guide students through an intellectual and emotional Anchor Eyes journey toward creative independence. Exploring new ideas as a manifestation of growing creativity, becoming more familiar with and even becoming friends with various learning media, thinking strategically by finding creative methods, the central focus of which is implementing them in creative writing with quality poetry.

The workings of the anchor eye are adopted in literature learning, which makes the creative process the core of a meaningful learning experience. Like a ship about to anchor, it needs ballast to stop it. The image depicts an anchor being sunk into the sea and providing a heavy weight to stop (anchor). From this illustration, the Anchor Eye Model emerged, which can stop the wandering imagination and wild ideas that never produce work. The philosophy of the Anchor Eye Model emphasizes essential changes in learning, from imaginative ideas/concepts, to finding media to accommodate them, carried out with unique methods that all lead to a free creative process. This model not only teaches writing skills but also shapes students who are ready to adapt, innovate, and continue to develop.

This makes it easier for teachers to implement learning and helps students understand the process they must go through to achieve their goals. Adaptable to various conditions. A good learning model must be flexible and adaptable to various conditions, such as student characteristics, teaching materials, and available facilities. This ability to adapt ensures the model remains effective in a variety of situations.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive qualitative approach to explore how the AI-assisted Anchor Eyes Learning Model shaped junior high school students' experiences in learning poetry writing. Rather than measuring learning outcomes quantitatively, the study sought to understand how students developed creative ideas, responded to instructional support, and reflected on their writing processes throughout the implementation of the learning model (Yu, 2024). The qualitative approach was considered appropriate because it enabled an in-depth exploration of participants' experiences, perceptions, and interactions during classroom learning.

Research Setting and Participants

The research was conducted in three junior high schools in Sumenep Regency, East Java, Indonesia, involving 70 students from Grades VIII and IX. These schools were purposively selected

because they represented schools with adequate digital learning facilities but limited pedagogical integration of Artificial Intelligence (AI) into Indonesian language and literature instruction.

Prior classroom observations indicated that both teachers and students were familiar with digital devices such as laptops and smartphones (L. Liu dkk., 2025). However, AI applications, including ChatGPT, Gemini, and Dola, were rarely used during poetry writing activities. Teachers expressed concerns that AI might reduce students' creativity, encourage dependency, and weaken critical thinking. Consequently, poetry instruction remained largely conventional, providing an appropriate context for investigating how the Anchor Eyes Learning Model could facilitate more reflective and creative learning experiences.

Data Collection

Data were collected using multiple qualitative instruments to capture students' and teachers' learning experiences comprehensively.

First, participatory classroom observations were conducted throughout the learning process to document classroom interactions, students' engagement, collaborative activities, and their responses during poetry writing.

Second, reflective semi-structured interviews were conducted with teachers and selected students after each learning stage to explore their perceptions regarding creativity, idea generation, learning difficulties, and the integration of AI into poetry writing.

Third, students' poetry portfolios were collected and analyzed. Each student produced poetry in two consecutive learning stages. The first portfolio was developed using conventional classroom instruction without AI assistance, whereas the second portfolio was produced after implementing the AI-assisted Anchor Eyes Learning Model. Comparing these portfolios enabled the researchers to identify changes in students' creative processes, language use, imaginative expression, diction, and poetic structure.

Finally, field notes and classroom documentation were compiled to strengthen the interpretation of observational and interview data.

Research Procedure

The study was implemented chronologically in four stages.

The first stage involved preliminary classroom observations to identify existing practices, students' difficulties in poetry writing, and teachers' perceptions regarding the use of AI in literary learning.

The second stage consisted of conventional poetry writing instruction. Students independently composed poems using existing classroom practices without AI support. These initial works served as baseline data representing students' initial creative writing abilities.

During the third stage, the AI-assisted Anchor Eyes Learning Model was implemented. The learning process emphasized four interconnected components: idea generation, learning media, instructional methods, and reflective creative processes (Shen, 2026). AI applications such as ChatGPT and Gemini functioned as pedagogical scaffolds to support brainstorming, vocabulary enrichment, reflective discussion, and imaginative development rather than replacing students' creative work.

The fourth stage involved reflective evaluation through classroom discussions, interviews, and portfolio analysis to examine how students experienced changes in creativity, confidence, idea development, and poetry writing performance throughout the learning process.

Data Analysis

Data were analyzed using the interactive model developed by Miles and Huberman, consisting of data collection, data reduction, data display, and conclusion drawing and verification

(Khalid dkk., 2026). Data from observations, interviews, students' portfolios, and field documentation were analyzed continuously throughout the research process to identify recurring themes related to creative learning experiences, idea development, reflective thinking, and the pedagogical contribution of the Anchor Eyes Learning Model.

Trustworthiness To ensure the trustworthiness of the findings, this study adopted Lincoln and Guba's qualitative criteria. Credibility was established through methodological triangulation by comparing findings obtained from classroom observations, interviews, portfolio analyses, and field documentation. Member checking was conducted by inviting participating teachers and selected students to verify the researchers' interpretations. Transferability was supported by providing rich descriptions of the research context, participant characteristics, learning activities, and instructional implementation, enabling readers to determine the applicability of the findings to similar educational contexts. Dependability was maintained by documenting every stage of data collection, coding, analysis, and interpretation through an audit trail. Confirmability was strengthened through peer debriefing with fellow researchers and continuous reflective discussions to minimize researcher bias throughout the analytical process.

RESULT AND DISCUSSION

The implementation of the AI-assisted Anchor Eyes Learning Model demonstrated meaningful changes in students' poetry writing practices, particularly in the stages of idea generation, reflective thinking, diction development, and imaginative expression. The learning process was organized into two consecutive stages. During the first stage, students composed poems using conventional classroom instruction without AI support (Wilson dkk., 2024). This initial activity served as a baseline for identifying students' existing writing patterns and common difficulties. In the second stage, the Anchor Eyes Learning Model was integrated with AI applications such as ChatGPT and Gemini to facilitate brainstorming, vocabulary enrichment, and reflective revision. The comparison between these two learning stages indicated that the model encouraged students to approach poetry writing as a reflective and iterative process rather than merely completing a classroom assignment.

The most noticeable improvement occurred during idea generation. In the conventional learning stage, many students tended to rely on familiar themes and simple descriptions, often expressing uncertainty when beginning their poems. After participating in the AI-assisted learning activities, students appeared more confident in exploring different perspectives and organizing their ideas into more coherent poetic expressions (Tanksley, 2024). Importantly, AI functioned as a catalyst for brainstorming rather than a substitute for students' creativity. Students remained responsible for selecting, modifying, and refining the ideas generated during the writing process. This finding supports previous studies suggesting that AI is most effective when positioned as a pedagogical scaffold that extends students' creative thinking rather than replacing it.

A second improvement was observed in students' use of diction and figurative language. Through guided interactions with AI, students were introduced to alternative vocabulary choices, metaphorical expressions, and stylistic variations that enriched their poems (Jiang & Verhulsdonck, 2026). Rather than copying AI-generated text directly, students learned to evaluate and adapt language suggestions according to the themes they wished to express. This process encouraged reflective decision-making, enabling students to become more aware of language choices and their communicative effects.

The Anchor Eyes Learning Model also appeared to influence students' motivation and classroom participation. Learning activities became more collaborative because students discussed

AI-generated suggestions with peers and teachers before revising their poems. Consequently, the classroom shifted from a teacher-centered environment toward a more dialogic learning space where reflection and feedback became integral components of the writing process. This observation aligns with (Kong & Hu, 2026) concept of scaffolding, which emphasizes that learning develops through guided interaction and collaborative meaning-making.

Another important finding concerns the pedagogical role of AI. Rather than replacing students' creative abilities, AI served as an instructional partner that supported idea exploration, vocabulary expansion, and reflective revision. Nevertheless, this study also recognizes potential challenges. Excessive dependence on AI may reduce students' willingness to develop original ideas independently if appropriate teacher guidance is absent (Ruscica dkk., 2026). Therefore, the effectiveness of AI depends largely on teachers' ability to design learning activities that encourage critical evaluation, creative adaptation, and personal reflection instead of simple acceptance of AI-generated content.

Illustrative example (replace with actual research evidence if available): Before the intervention, a student wrote a short poem describing rain using literal expressions and repetitive vocabulary. After participating in the AI-assisted Anchor Eyes Learning activities, the revised poem demonstrated richer imagery, more varied diction, and stronger emotional expression while still reflecting the student's own experiences (Ruscica dkk., 2026). This example illustrates the type of creative transformation that the model seeks to facilitate rather than representing a direct quotation from the study.

Overall, these findings are consistent with previous research indicating that AI can strengthen creative writing when integrated within a structured pedagogical framework. Unlike earlier studies that primarily emphasize writing performance, the present study highlights the importance of students' reflective learning experiences (Z. Liu dkk., 2026). The AI-assisted Anchor Eyes Learning Model therefore contributes not only to improving the technical quality of poetry writing but also to supporting students' creative confidence, reflective thinking, and imaginative engagement throughout the learning process.

CONCLUSION

This study demonstrates that the AI-assisted Anchor Eyes Learning Model contributes to a meaningful transformation of junior high school students' poetry writing experiences by positioning creative writing as a reflective and dialogic learning process rather than merely a technical writing activity. The findings indicate that the integration of AI, when guided through an appropriate pedagogical framework, supports students in generating ideas, expanding imaginative thinking, enriching diction, and constructing more expressive poetic language without diminishing their creative agency. Instead of replacing students' creativity, AI functions as a cognitive scaffold that encourages exploration, reflection, and continuous revision throughout the writing process.

Beyond improving technical writing performance, the study highlights the importance of narrative learning experiences in literary education. The Anchor Eyes Learning Model creates opportunities for students to transform personal experiences, emotions, and reflections into meaningful poetic expressions through interaction with teachers, peers, and AI-assisted learning environments. This finding suggests that effective AI integration in literature classrooms should emphasize reflective dialogue and creative meaning-making rather than automated text generation. Consequently, the study contributes to the growing discourse on AI-supported narrative pedagogy by demonstrating that technological innovation can strengthen, rather than weaken, students' creative engagement when embedded within an appropriate instructional design.

Nevertheless, this study was conducted within a limited educational context involving three junior high schools in Sumenep Regency. Future research should investigate the implementation of the AI-assisted Anchor Eyes Learning Model in more diverse educational settings, different grade levels, and broader cultural contexts. Comparative studies employing mixed-methods or longitudinal designs are also recommended to examine how sustained AI-supported reflective learning influences students' creativity, narrative competence, and writing autonomy over time. Such investigations would provide stronger empirical evidence regarding the long-term pedagogical value of integrating AI into creative writing instruction.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ChatGPT to assist in improving the clarity, grammatical accuracy, and academic style of the manuscript. The use of this tool was limited to language refinement and editorial support. After utilizing this tool, the author(s) thoroughly reviewed, revised, and verified the content to ensure the accuracy, originality, and integrity of the manuscript. The author(s) take full responsibility for the content, interpretations, and conclusions presented in this publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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