THE ROLE OF CHATGPT 3.5 IN FOSTERING STUDENTS' CURIOSITY AND SUPPORTING CREATIVITY IN WRITING

THESIS

This thesis is submitted to fulfil the requirement
for 'Sarjana' degree in English Language Education

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Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **M. Royhan Hidayat (21551026)** sebagai mahasiswa dari program studi Tadris Bahasa Inggris, dengan judul **"The Role of ChatGPT 3.5 in Fostering Student's Curiosity and Supporting Creativity in Writing"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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PREFACE

All praise and gratitude be to Allah SWT. With His grace and blessings, the writer has successfully completed this thesis with full dedication and best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the Sarjana degree.

This research is motivated by the increasing use of artificial intelligence in academic writing, particularly the utilization of ChatGPT 3.5 in fostering students' curiosity and supporting creativity in writing. The aim of this study is to explore how ChatGPT 3.5 functions as a tool that can foster curiosity and support students' creativity in completing writing assignments. Through this exploration, the writer hopes to provide valuable insights into the role of AI technologies in higher education writing practices.

Despite the sincere efforts invested in this study, the writer acknowledges that there may still be limitations that invite constructive feedback and further investigation. Nonetheless, it is hoped that this thesis can offer meaningful contributions, especially in the field of English education, in relation to writing instruction and the ethical use of AI tools.

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The researcher finally finished the thesis entitled "The Role of ChatGPT in Fostering Students' Curiosity and Supporting Creativity in Writing" This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education of IAIN Curup. Throughout the process of completing this thesis, I have been very fortunate to receive unwavering support, invaluable guidance, meaningful assistance, thoughtful contributions, and constant motivation from many individuals. In light of this, I would like to express my deepest appreciation and heartfelt gratitude to everyone who played a role in this meaningful journey.

My heartfelt gratitude and sincere goes to my beloved family, my father, mother, brother and my sister who have supported me unconditionally with love, moral encouragement, and countless sacrifices. They have placed my education above their own needs and desires, providing the foundation for me to pursue and complete my studies successfully.

I also extend my best gratitude to myself for the resilience and strength I have shown throughout this journey. Believing in my abilities and staying strong through every challenge unconditionally, and I will always hold myself in high regard as my greatest supporter.

I am profoundly thankful to ma'am Jumatul Hidayah, M.Pd., the head of the English Education study program of IAIN Curup as well as my co-advisor, for invaluable guidance and support. Her directions and encouragement have been instrumental, not only in shaping this thesis but also in shaping myself into a better student today. She gives me valuable learning and experiences in my education process. Because she is a mother figure and head of study program who is very brave and loves all her students with all her heart, then I have never escaped all her love.

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I extend my appreciation to all the lecturers of the English Education study program of IAIN Curup. Their dedication to teaching and educating me has provided the knowledge and skills necessary for this achievement.

I am deeply thankful to all the respondents who participated in and supported this thesis. Their contributions have been invaluable to the completion and success of this research.

Finally, in order to be flawless in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact the field of English education and technology, fostering growth and innovation. May Allah grant abundant blessings and rewards to all those who have contributed to this endeavor, both mentioned and unmentioned. *Aamiin*

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Curup, Mei 2025
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MOTTO

"I believe that curiosity is the flame that lights the path to deeper understanding, and creativity is the bridge where knowledge meets meaning, turning thoughts into purpose and questions into wonder."

—M Royhan Hidayat—

Dedication

I dedicate this thesis wholeheartedly to my beloved mother, father, myself, brother, sister, and honey. Your never-fading love and support have been the foundation that keeps me going and going through every step of this journey.

ABSTRACT

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This research aims to explore the role of ChatGPT 3.5 in fostering students' curiosity and supporting creativity in academic writing, particularly in the context of essay composition. The primary focus is to analyze how ChatGPT 3.5 influences various components of curiosity including exploration, openness to experience, investigative interest, joy in learning, and persistence as well as dimensions of creativity, such as originality, fluency, flexibility, and elaboration. Employing a qualitative case study approach, data were collected through semi-structured interviews, document analysis of students' written works, and a review of their chat history with ChatGPT 3.5. The participants consisted of six English Education students at IAIN Curup who had used ChatGPT 3.5 as part of their essay writing process. The research reveal that ChatGPT 3.5 contributes significantly to enhancing students' curiosity and creative expression in writing. As a digital assistant, ChatGPT serves as a facilitator by providing fresh ideas, broadening perspectives, offering diverse linguistic expressions, and delivering critical feedback that stimulates deeper thinking. Its use encourages students to be more exploratory, reflective, and innovative in crafting their written work. The research concludes that ChatGPT 3.5 holds great potential as a valuable pedagogical tool in higher education, particularly in supporting the development of academic writing skills that are both creative and driven by intellectual curiosity. Nonetheless, its use must be guided ethically and critically to ensure that it strengthens rather than replaces students' independent thinking.

Keywords: ChatGPT 3.5, curiosity, creativity, academic writing, artificial intelligence, higher education

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LIST OF ABBREVIATIONS

AKA	**: Abdul Karim Amrulla**	**(Student 1)**
JN	**: Jesi Nuraini**	**(Student 2)**
FA	**: Fahmi Alfarizzi**	**(Student 3)**
RS	**: Rajes Sadeva**	**(Student 4)**
LN	**: Lova Novriati**	**(Student 5)**
MIF	**: Muhammad Ikhsan Fachrizal**	**(Student 6)**

CHAPTER I

INTRODUCTION

Chapter I contains the introduction of this research. There are also several parts in this chapter, such as the research problem, the significance of the research, the delimitation of problem, and the Definition of Key terms and other matters related to it. The details of each of the points previously mentioned will be further explained below.

A. Background of the Research

The times have come a long way with amazing technological innovations. In the context of education, Technology should be integrated into learning experiences that tap into the natural curiosity of students as well as integrating technology as a caregiver in the context to facilitate the management of the creative process by providing a supportive environment and access to creative mindsets.[1] In this context, the integration of technology into learning experiences is a must in the context of modern education. By integrating technology, we can create learning experiences that are not only engaging but also stimulate students' natural curiosity. In addition, technology also facilitates students' creativity through the use of various tools and platforms.[2] This not only nurtures students' creativity but also allows them to express their ideas in

[1] Glaveanu, Vlad Petre, Christophe de Saint Laurent, and Todd Lubart. Sociocultural Perspectives on Creativity, Learning, and Technology. Cham: Springer, 2019.

[2] Utami, D. M. A., et al. "Empowering ICT Potentials in English Language Teaching." Journal Polingua 10, no. 2 (2021): 42–48

new and innovative ways. Thus, the integration of technology into learning experiences not only enhances learning effectiveness but also helps students develop relevant skills to face future challenges in an increasingly digitally connected society.

In recent decades, technological evolution has fundamentally changed the face of the world. One of the important milestones in technological evolution is the development of artificial intelligence (AI). In the context of education, the development of artificial intelligence (AI) has brought the role of technology in education to become increasingly significant. The application of artificial intelligence (AI) in education has opened up new opportunities to support student academic performance.[3] One prominent example of the use of AI in learning systems is the use of Chatbot. A chatbot is an artificial intelligence (AI) program designed to mimic human interaction through text or voice messages, be it through an app or website. Using complex algorithms, Chatbots can analyze user requests, provide relevant responses, and dynamically adapt to different types of questions or commands given to them.[4] One well-known example of a Chatbot is ChatGPT 3.5 developed by OpenAI, is one of the NLP-based AI models that has advanced capabilities in understanding conversational context and providing relevant and accurate

[3] VanLehn, Kurt, et al. "Teaching Algebraic Model Construction: A Tutoring System, Lessons Learned and an Evaluation." International Journal of Artificial Intelligence in Education 30, no. 3 (2020): 459–480.

[4] Adamopoulou, Eleni, and Lefteris Moussiades. "Chatbots: History, Technology, and Applications." Machine Learning with Applications 2 (2020): 100006.

responses. With faster and more efficient language processing capacity than previous versions. ChatGPT 3.5 in the student learning process can provide quick and personalized learning assistance to students. With human-like interaction, ChatGPT 3.5 can provide clear and helpful explanations of difficult-to-understand concepts, answer student questions, and provide instant feedback on student work.[5] Thus, ChatGPT 3.5 is not only an additional tool in the learning process but also an effective medium to improve student understanding, help foster curiosity, and support student creativity in learning.

In education, the ability to write is not just an additional skill, but an urgent need for students to master.[6] In an increasingly connected and integrated world, the ability to convey ideas clearly and persuasively through writing is key to succeeding in school and university.[7] One of these is students using writing skills to gain understanding. Many students struggle in writing because they are limited in terms of language skills, be it grammar, vocabulary, sentence structure, and difficulty in planning and organizing ideas systematically which can hinder their ability to convey ideas clearly and effectively and inhibit their creative expression. This can trigger negative perceptions that view writing as boring and restrictive, rather than a place for creative expression and

[5] Radford, Alec, Jeff Wu, Rewon Child, David Luan, Dario Amodei, and Ilya Sutskever. “Language Models Are Unsupervised Multitask Learners.” OpenAI, 2019.

[6] Oktavianti, Dhani, Paidi Gusmuliana, and Eka Apriani. “The Students’ Strategies in Developing Their Ideas in Writing Essay.” JADILA: Journal of Development and Innovation in Language and Literature Education 1, no. 4 (2021): 389–406.

[7] Bangert-Drowns, Robert L., Mary C. Hurley, and Barbara Wilkinson. "The Effects of School-Based Writing-to-Learn Interventions on Academic Achievement: A Meta-Analysis." Review of Educational Research 64, no. 1 (1994): 29–58.

exploratory thinking.[8] In the context of higher education, particularly at IAIN Curup, students in the English Education Department face challenges in developing their creativity and curiosity, especially in essay writing. Based on initial observations, students tend to rely heavily on guidance provided by lecturers, with limited independent exploration of ideas. Moreover, their creativity is often hindered by a lack of motivation or inspiration to experiment with new approaches in writing. Regarding curiosity, students display varying levels of enthusiasm for exploring topics. While some actively seek information from additional sources, most tend to focus on readily available materials. This highlights the need for tools that can stimulate deeper curiosity and encourage them to experiment in their writing process. In addition, artificial intelligence (AI) technologies such as ChatGPT 3.5 are no longer only used for academic writing, but also for various other types of writing, such as essay writing, creative writing, and so on. Therefore, ChatGPT 3.5 can be a suitable aid for students in writing. ChatGPT 3.5 can serve as a valuable writing partner by providing supervised feedback on students' writing, allowing them to improve their word structure, grammar, and writing style in real-time.[9] Collaboration with ChatGPT 3.5 also allows students to discuss, share ideas, and design stories together, which not only enriches their work with new perspectives but also builds cooperation and communication skills. In addition to providing

[8] Derakhshan, Ali, and R. Karimian Shirejini. “An Investigation of the Iranian EFL Learners’ Perceptions Towards the Most Common Writing Problems.” SAGE Open 10, no. 2 (2020).

[9] Lund, Brian, and Tian Wang. "Chatting about ChatGPT: How May AI and GPT Impact Academia and Libraries?" Library Hi Tech News (2023).

feedback and facilitating collaboration, ChatGPT 3.5 also assists students in topic search and exploration by providing easy access to additional information and relevant resources.[10] This has a positive impact on writing activities as students can potentially gain new inspiration and develop creative ideas that have not been thought of before.

In the digital age, it is almost certain that today's students rely on smartphones and laptops as an integral part of their daily activities. For both academic and non-academic purposes, these devices have become the primary means of supporting modern student life. From accessing online course materials, and communicating with classmates, to doing assignments, including writing assignments. Students' dependence on smartphones and laptops has a significant impact on their writing assignment habits. The average student will utilize AI technology, such as ChatGPT 3.5.[11] Generation Z, which includes the majority of today's students, has unique characteristics when it comes to technology adoption. They tend to look for quick, easy, and efficient solutions to support their learning process. A study by Lund & Wang shows that ChatGPT 3.5 has become a popular tool among Gen Z students due to its ability to assist with writing, answer complex questions, and provide quick and relevant

[10] Javaid, Mohd, Abid Haleem, Ravi Pratap Singh, Shahbaz Khan, and Ibrahim Haleem Khan. "Unlocking the Opportunities Through ChatGPT Tool Towards Ameliorating the Education System." BenchCouncil Transactions on Benchmarks, Standards and Evaluations 3, no. 2 (2023).

[11] Muthmainnah, Muthmainnah, et al. "Nudging Motivation to Learn English Through a ChatGPT Smartphone-Based Hybrid Model." In Advanced Applications of Generative AI and Natural Language Processing Models, 26–42. IGI Global, 2024.

suggestions.[12] With these capabilities, ChatGPT 3.5 is an indispensable tool for students who want to improve their writing skills with high efficiency and accuracy. At IAIN Curup, a similar phenomenon is also seen, where based on Aprilia's research, almost all English Language Education students tend to adopt this tool to help the writing process.[13] In addition, based on a preliminary survey conducted through Google Forms among English Education students who obtained an A grade in the Essay Writing course, the researcher found that the majority of students have used ChatGPT 3.5 for various writing-related purposes. These include generating ideas or topics, creating outlines, composing paragraphs, checking grammar, and simplifying or improving the structure of their writing. The data also revealed that 50% of students frequently use ChatGPT 3.5 in writing essays, 22.7% always use it, 22.7% use it occasionally, and 4.6% rarely use it. Regarding the impact of ChatGPT 3.5 on their writing process, 90.9% reported that it made the process easier, 45.5% stated that it helped them save time, another 45.5% felt that it improved the quality of their writing, and 9.1% used it due to a lack of confidence in their writing abilities. Interestingly, 86.4% of the students stated that ChatGPT 3.5 enhanced their creativity in writing, and 68.2% noted that this technology stimulated their curiosity to explore topics further. These findings suggest that

[12] Lund, Brian, and Tian Wang. *"Chatting about ChatGPT: How May AI and GPT Impact Academia and Libraries?"* Library Hi Tech News (2023).

[13] Khasanah, Aprillia Mutmainatun, Sakut Anshori, and Meli Fauziah. *The Use of ChatGPT in Students' Writing Task: A Descriptive Study of Fifth Semester Students of English Tadris Study Program at IAIN Curup.* Undergraduate thesis, IAIN Curup, 2024. E-Theses IAIN Curup.

artificial intelligence technology not only serves as a technical writing aid but also holds significant potential in fostering students' curiosity and supporting their creativity in essay writing.

Based on the pilot study, the researchers looked for general information against previous research that correlates how the use of artificial intelligence (AI) fosters curiosity and supports students' creative expression in writing. Eka Apriani et al. The study found that AI-based writing tools positively impact students' motivation and confidence in learning English. Students have a favorable view of these tools, which encourages them to improve their writing skills. They also believe that using AI tools helps them enhance their vocabulary.[14] Marrone et al. found that although AI technology can never match human creativity, AI can help students develop their creativity.[15] Correspondingly, Grassini et al. revealed that current AI technologies cannot completely replace human creativity, but rather serve to complement and enhance it. By utilizing the advantages of AI, these technologies can be integrated into human creative activities and works, thus creating new possibilities for human and AI collaboration in various creative domains.[16] Fiialka et al. found that AI technology, specifically ChatGPT, has a significant

[14] Apriani, Eka, et al. "Accelerating Student's AI-Oriented Competency Framework for Talent Management in the Digital Economy: Models, Technologies, Applications, and Implementation." In AI-Oriented Competency Framework, 305. IGI Global, 2024.

[15] Marrone, Rebecca, Victoria Taddeo, and Gillian Hill. "Creativity and Artificial Intelligence—A Student Perspective." Journal of Intelligence 65 (2022).

[16] Grassini, Simone, and Mika Koivisto. "Artificial Creativity? Evaluating AI Against Human Performance in Creative Interpretation of Visual Stimuli." International Journal of Human-Computer Interaction (2024): 1–12.

impact on the world of creative writing, this is because ChatGPT in the hands of the right writer will be a powerful tool that allows them to generate unusual ideas, assist in creating interesting plots and characters and help improve writing style. Fiialka et al. also explain that ChatGPT requires curiosity from the humans interacting with it, as well as the ability to formulate the right questions to get clear and in-depth answers.[17]

Although a number of studies had examined the use of ChatGPT in education, most of them focused on quantitative aspects, such as academic performance improvement or writing speed, and emphasized the technical functions of ChatGPT without exploring how this technology could foster curiosity and support students' creative processes in writing. Up to the time of this study, no research had specifically investigated the role of ChatGPT version 3.5 in developing curiosity and creativity, particularly among English major students in Indonesia. Therefore, this study aimed to fill that gap by employing a qualitative approach to deeply explore students' subjective experiences in using ChatGPT as a tool for creative writing. The background of this research highlighted the importance of understanding how ChatGPT 3.5 supported creativity and stimulated students' curiosity in its use as a writing assistant. It was expected that with a deeper understanding of these aspects, both students and educators would be better equipped to integrate this technology effectively into the learning process, particularly in writing instruction. Consequently,

[17] Fiialka, Svitlana, Zoia Kornieva, and Tamara Honcharuk. "The Use of ChatGPT in Creative Writing Assistance." Xlinguae 17, no. 1 (2024): 146–158.

learning could become more dynamic and engaging, while also enhancing students' writing skills and raising their awareness of ChatGPT 3.5's potential to foster curiosity and support creative processes. The main focus of this study was to explore **"The Role of ChatGPT 3.5 in Fostering Students' Curiosity and Supporting Creativity in Writing."**

B. Research Question

Based on the problems underlying this study, the researcher formulated the following research problems:

1. How can ChatGPT 3.5 foster students' curiosity in writing?
2. How can ChatGPT 3.5 support students' creativity in writing?

C. Research Objectives

Following the research questions, the objectives of this study are as follows:

1. To ascertain the role of ChatGPT 3.5 in fostering students' curiosity
2. To ascertain the role of ChatGPT 3.5 in supporting students' creativity

D. Delimitation of the Research

In terms of Subjects, this study is limited to English Tadris Study Program students who had taken the Essay Writing course. In terms of objectives, this study focuses on determining the role of ChatGPT 3.5 in fostering students' curiosity and supporting creativity in writing essays. The selection of Essay Writing as the focus of the study is based on the development of artificial intelligence (AI) technology which is now not only used in academic writing but also in various other forms of writing, such as essay writing and creative writing. Most previous studies have focused on the use of AI in the context of

academic writing, such as scientific articles and college assignments. Therefore, this study examines how ChatGPT 3.5 can support students' exploration of ideas and creative expression in writing essays. The type of AI technology used in this study is limited to ChatGPT 3.5. This version was chosen because of its advanced natural language processing capabilities and its suitability for providing personalized assistance in writing assignments. This study will comply with research ethics standards by ensuring the confidentiality and consent of all participants. The data collected will be used for research purposes only and will not be disseminated without permission.

E. Definition of Key Terms

1. ChatGPT 3.5

ChatGPT 3.5 is an advanced AI-powered conversational agent developed by OpenAI. ChatGPT 3.5 is designed to process natural language input and generate coherent and contextually relevant responses. ChatGPT 3.5 is widely known for its ability to assist with complex language tasks such as essay writing by providing suggestions, correcting grammar, and offering ideas to stimulate creativity and curiosity. Its advanced capabilities compared to previous versions make it an ideal choice to support the writing process and explore its potential role in fostering students' curiosity and creativity.[18]

[18] Fiialka, Svitlana, Zoia Kornieva, and Tamara Honcharuk. "The Use of ChatGPT in Creative Writing Assistance." Xlinguae 17, no. 1 (2024): 146–158.

2. Creativity

Creativity is the ability to generate new ideas, solutions, or works that are unique and original. It involves thinking beyond conventional boundaries and connecting seemingly unrelated concepts to create something innovative. Creativity is not limited to fine arts, literature, performing arts, music, and similar artistic fields, but also occurs in areas such as business, manufacturing, technology, medicine, administration, and education.[19]

3. Curiosity

The terms "hunger to learn" or "inner drive to learn" characterize the concept of curiosity, which is critical to twenty-first-century learning competencies. Curiosity in students is characterized by four main behaviors. They react positively to new things, exploring or manipulating them to learn more. They have a desire to know more, seeking knowledge to fill gaps in their understanding. They actively seek out new experiences to learn and explore. And, they persist in investigating and solving problems, driven by a desire to understand and solve problems.[20] This means curiosity is the drive of a person's desire to learn which is characterized by a good response and activeness about something.

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[19] Cropley, A. J. "Definitions." In Encyclopedia of Creativity, 3rd ed., edited by M. A. Runco and S. R. Pritzker, 315–322. San Diego, CA: Academic Press, 2020.

[20] Kibga, Esther Samwel, Emmanuel Gakuba, and John Sentongo. *"Developing Students' Curiosity Through Chemistry Hands-on Activities: A Case of Selected Community Secondary Schools in Dar es Salaam, Tanzania."* Eurasia Journal of Mathematics, Science and Technology Education 17, no. 5 (2021).

4. Writing

Writing is a complex skill that involves the ability to organize thoughts, express ideas clearly, and construct coherent arguments. Writing involves not only technical aspects of writing such as grammar and spelling, but also higher cognitive abilities such as critical analysis and synthesis of information. Kellogg suggests that writing is a thinking process that involves planning, drafting, and revising, all of which require extensive cognitive coordination.[21] In the context of this study, writing specifically refers to academic essay writing, where students are expected to formulate arguments, present ideas logically, and express their thoughts clearly in English. This type of writing requires both cognitive and creative engagement, especially when students utilize ChatGPT 3.5 as a digital assistant to support idea generation, structure development, and language refinement in their essay-writing process.

F. Significance of the Research

1. For Students

This research explores how the role of ChatGPT 3.5 can support students' creativity in writing and how the use of ChatGPT 3.5 as a writing aid can foster students' curiosity to understand and dig deeper into what they face, resulting in more creative and quality writing.

2. For Teachers

[21] Kellogg, Ronald T. "Training Writing Skills: A Cognitive Developmental Perspective." Journal of Writing Research 1, no. 1 (2008): 1–26.

The use of ChatGPT 3.5 can be a valuable support tool in the creative writing teaching process. It allows teachers to provide more individualized support to students while saving time in providing feedback and providing opportunities for teachers to develop more innovative and effective teaching strategies.

3. For Institution

The adoption of AI ChatGPT 3.5 in students' writing learning process can contribute to the overall improvement of academic performance by increasing students' interest and writing skills. This is in line with the institution's goal to improve the quality of education. In addition, the use of AI technology also helps prepare institutions to face educational challenges that continue to evolve with the times. By integrating these advanced technologies, institutions can remain relevant and effective in providing responsive and innovative education for students.

G. Organization of the Research

This research framework includes Chapter 1 which generally discusses information about the research, including the background, problem, questions, objectives, significance, as well as the structure of the research.

Chapter 2 explains the literature review that contains theories about Artificial Intelligence (AI), Chatbot, ChatGPT 3.5, theories about writing, Curiosity, Creativity and related findings.

Chapter 3 discusses the research methodology, including research design, population and sample, research procedures, research instruments, research data, data collection techniques, and research data analysis techniques.

Chapter 4 presents the findings derived from the data analysis and discusses them in relation to the research questions and theoretical framework. The findings are categorized based on components of curiosity and creativity, highlighting ChatGPT's role in supporting each aspect.

Chapter 5 presents the conclusions and suggestions, summarizing the key findings and insights discussed throughout the study. It also offers suggestions aimed at enhancing understanding and paving the way for more advanced and relevant future research.

CHAPTER II

LITERATURE REVIEW

In this section, the researcher lays out some explanations regarding Writing, AI, Chatbot, ChatGPT 3.5, Curiosity, and Creativity. The details of each of the previously mentioned points will be further explained below.

A. Writing

1. Definition

Writing is a productive skill that involves the ability to express ideas, opinions, and feelings through written language. Writing is a way to produce language and convey messages to readers for specific purposes, such as entertaining, informing, or convincing.[22] According to Smith and Dorothy, Writing requires a combination of linguistic, cognitive, and creative abilities, including planning, drafting, revising, editing, and publishing.[23] Writing involves choosing the right words and sentence structure to convey the intended meaning and involves using a variety of writing genres, such as essays, reports, and creative writing. Writing is a skill that needs to be developed through study, practice, and feedback and is essential for effective communication in personal and professional

[22] Harris, Karen R., Steve Graham, and Linda H. Mason. *"Improving the Writing, Knowledge, and Motivation of Struggling Young Writers: Effects of Self-Regulated Strategy Development with and without Peer Support."* American Educational Research Journal 43, no. 2 (2006): 295–340.

[23] Smith, Dorothy E. "*Institutional Ethnography: A Sociology for People*". (Lanham, MD: Rowman & Littlefield. 2005). pp. 105–108. ISBN 978-0-7591-0502-7.

contexts. Based on these theories, it can be concluded that writing is a productive skill that involves the ability to convey ideas, feelings, and opinions in writing. This activity requires a combination of linguistic, cognitive, and creative abilities, and goes through several stages such as planning, writing, revising, and publishing. Writing also includes various genres and must be practiced continuously through learning, practice, and feedback in order to become an effective communication tool.

2. Writing process

The writing process is a structured and dynamic series of steps that writers go through to produce a clear and coherent text. As said by Graham and Harris, the stages in writing consist of the planning stage, the drafting stage, the revision stage, and finally the editing stage. The planning stage is the stage where the writer gathers ideas, sets the purpose of writing, and organizes the information to be used. Next, in the drafting stage, the writer begins to put these ideas into writing, often by creating a rough draft that focuses on content development and logical flow. Once the initial draft is complete, writers enter the revision stage, where they review and refine the text to improve clarity, coherence, and conformity to the purpose of the writing. Revision involves double-checking sentence structure, paragraphs, and the overall argument or narrative. The final stage is editing and refinement, where writers make a final check of grammar, spelling,

punctuation, and formatting.[24] The research shows that the writing process is iterative, which means that writers often return to the previous stages to make improvements and adjustments until they reach a satisfactory final result. Overall, the writing process refers to a series of steps that writers follow to produce a clear and well-organized text. This process includes planning, drafting, revising, and editing. In the planning stage, writers gather ideas and outline their content. These ideas are then developed into a first draft. The next step is revision, where writers refine their work to improve clarity and ensure it aligns with the intended purpose. Finally, the editing stage focuses on improving grammar, spelling, and punctuation. This process is cyclical, meaning that writers can return to previous stages to make improvements until the final result is satisfactory.

3. Writing skill

According to Harris and Graham, writing skills are complex abilities that involve various cognitive and mechanical aspects to produce effective and coherent texts. These mechanical aspects include the use of correct grammar, proper spelling, and appropriate punctuation, all of which are essential to ensure the clarity and readability of the writing. In addition, writing skills also include rhetorical ability, which is the ability to build strong and persuasive arguments and construct compelling and logical

[24] Graham, Steve, and Karen R. Harris. *"An Examination of the Design Principles Underlying a Self-Regulated Strategy Development Study Conducted in a Fourth-Grade Classroom."* Journal of Educational Research 111, no. 5 (2018): 579–593.

narratives. The effective writing process requires the integration of various stages, including planning, drafting, revising, and editing, all of which involve critical thinking and self-reflection.[25] Overall, good writing skills depend not only on technical abilities but also on higher cognitive abilities, such as organization of ideas, analysis of information, and the ability to revise and improve the text based on feedback.

4. Writing Style

Writing style refers to the unique way in which an individual conveys their thoughts through written language. It includes aspects such as tone, structure, word choice, and overall organization. Writing style is crucial in academic and creative contexts because it not only reflects the writer's understanding of the subject matter but also their ability to communicate effectively to specific audiences.[26] Writing style in academic contexts is not merely about grammatical or lexical choices, but also involves how writers position themselves in relation to their audience, discipline, and topic. He highlights elements such as stance, engagement, and voice, showing that writing is a social act shaped by disciplinary conventions.[27] Writing style not only includes linguistic aspects such as word choice and sentence structure, but also represents the writer's identity and attitude towards the

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[25] Graham, Steve, and Karen R. Harris. *"An Examination of the Design Principles Underlying a Self-Regulated Strategy Development Study Conducted in a Fourth-Grade Classroom."* Journal of Educational Research 111, no. 5 (2018): 579–593.

[26] Strunk, William, and E. B. White. The Elements of Style. New York: Allyn & Bacon, 2000.

[27] Hyland, Ken. *Disciplinary Discourses: Social Interactions in Academic Writing*. Ann Arbor: University of Michigan Press, 2004.

audience and the topic being discussed. Through writing style, the writer builds a communicative position, adjusts the tone, and determines how to convey the message effectively according to the context and purpose of the writing.

In general, writing styles can be categorized into four types:

a. Expository writing

Expository Writing is a style aimed at providing clear and objective information to readers. The structure of expository writing is usually well-organized, relying on facts and data to support the conveyed information.

b. Descriptive writing

Descriptive writing emphasizes describing details to create a clear visualization in the reader's mind by utilizing figurative language, metaphors, or similes to make the reader feel, see, or hear what is described.

c. Persuasive writing

Persuasive writing aims to convince readers to accept a particular point of view or opinion. Writers typically combine logic, data, and emotional rhetoric to build a strong argument, while encouraging readers to take action or change their perspective.

d. Narrative writing

Narrative writing is a writing style used to tell a story or experience, often in chronological order. Narrative writing involves story elements such as characters, plot, conflict, and resolution.

B. Artificial Intelligence (AI)

Artificial intelligence (AI) has a history rooted deep into the past, with myths and stories of artificial beings possessing intelligence or consciousness. The idea of humans as mechanical manipulators of symbols has long been a subject of study for philosophers, laying the groundwork for the development of modern AI. Significant advances occurred in the 1940s with the invention of programmable digital computers, which inspired further research in the field. The field of AI was officially established at the Dartmouth Conference in 1956 when the term "Artificial Intelligence" was first coined.[28] The early years of AI research were marked by many important achievements, including the development of Turing Machines, neural networks, and machine learning. Although initially filled with excitement and funding, AI research faced major challenges and setbacks, known as the "AI winter", in the 1970s and 1980s. However, in the 2020s, AI experienced a remarkable resurgence with the successful application of machine learning in various fields, marking a new era in the history of artificial intelligence.

[28] Kaplan, Andreas, and Michael Haenlein. "Siri, Siri, in My Hand: Who's the Fairest in the Land? On the Interpretations, Illustrations, and Implications of Artificial Intelligence." Business Horizons 62, no. 1 (2019): 15–25.

The rise of AI has opened a new page for mankind to more advanced technology, as expressed by Wickham RJ, Artificial intelligence (AI) is a revolutionary innovation in the world of technology, where machines or programs are designed to mimic human behavior and thought processes and can carry out various activities that are usually carried out by humans. Unlike traditional systems that require specialized programming for each task, AI can solve problems and find solutions on its own, thus offering much higher flexibility and efficiency. AI technology utilizes various advanced techniques and tools such as natural language processing, image processing, machine learning, cognitive modeling, and pattern recognition to achieve near-human levels of intelligence. With its complexity and capabilities, AI can complete jobs that cannot be monitored or performed by humans, making it an invaluable tool in fields ranging from healthcare, and transportation, to business and industry. In this digital era, the development of AI not only provides convenience but also opens up new, previously unimaginable opportunities, making AI one of the main pillars in the transformation of modern technology and industry.[29]

In the context of education, AI is used to develop adaptive learning systems that can customize subject matter based on student's individual abilities and

[29] Wickham, R. J. *"Secondary Analysis Research."* Journal of the Advanced Practitioner in Oncology (2019).

needs, thus enabling more personalized and effective learning.[30] Research shows that the use of AI in education, such as virtual assistants and chatbots, can provide additional learning support to students, assisting them in overcoming learning difficulties and answering questions in real time. Thus, AI not only improves the efficiency and effectiveness of the education process but also enriches students' learning experience, paving the way for more inclusive and accessible education.

C. Chatbot

Chatbots are computer programs that facilitate human interaction with machines. According to Adamopoulou, Chatbot are computer programs designed to mimic human conversation through text or voice interaction, using artificial intelligence (AI) and natural language processing (NLP). Chatbot can operate automatically based on predefined rules or use machine learning algorithms to learn from previous interactions and refine their responses over time.[31]

D. ChatGPT 3.5

1. Definition and Development of ChatGPT 3.5

ChatGPT 3.5 is an advanced generation of the Generative Pre-trained Transformer model developed by OpenAI. This model is designed to

[30] Zawacki-Richter, Olaf, et al. "Systematic Review of Research on Artificial Intelligence Applications in Higher Education—Where Are the Educators?" International Journal of Educational Technology in Higher Education 16 (2019): 39.

[31] Adamopoulou, Eleni, and Lefteris Moussiades. "Chatbots: History, Technology, and Applications." Machine Learning with Applications 2 (2020): 100006.

understand and generate text in various contexts using Natural Language Processing (NLP) technology. According to Radford et al. (2020), GPT is a transformer-based model that has been trained with millions of text data from various domains, making it capable of understanding language patterns, context, and providing relevant responses.[32] Version 3.5 introduces significant improvements in contextual comprehension capabilities and response accuracy, making it an ideal tool for complex tasks such as essay writing or idea exploration.

2. Advantages of ChatGPT 3.5

   a. Deeper Contextual Understanding

      Compared to the previous version (GPT-3), ChatGPT 3.5 is able to better capture the context of the conversation, allowing students to receive more relevant responses. mentioned that this model can provide creative suggestions, help find new ideas, and provide constructive input to writing.[33]

   b. Flexibility in Language Usage

      This model supports a variety of writing styles, such as formal, narrative, or descriptive, so students can explore writing styles as

[32] Radford, Alec, Jeff Wu, Rewon Child, David Luan, Dario Amodei, and Ilya Sutskever. “Language Models Are Unsupervised Multitask Learners.” OpenAI, 2019.

[33] Fiialka, Svitlana, Zoia Kornieva, and Tamara Honcharuk. "The Use of ChatGPT in Creative Writing Assistance." Xlinguae 17, no. 1 (2024): 146–158.

needed. This is relevant for increasing creativity because students can experiment with new approaches in writing.[34]

c. Personal Support in the Writing Process

ChatGPT 3.5 provides hands-on assistance such as grammar revision, synonym search, and writing structure. Marrone et al. highlighted that this technology is able to act as a virtual mentor that provides instant feedback and helps students overcome creative barriers in writing.[35]

3. The Relevance of ChatGPT 3.5 in Education

In the context of higher education, ChatGPT 3.5 functions as an effective learning support tool, especially in improving writing skills. Jia found that AI-based chatbots can increase students' curiosity by providing answers that motivate further exploration.[36] In addition, Inderawati et al. observed that students who use ChatGPT have higher productivity in writing compared to traditional methods, because this tool is able to simplify the process of finding ideas and preparing arguments.[37]

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[34] Lund, Brian, and Tian Wang. "Chatting about ChatGPT: How May AI and GPT Impact Academia and Libraries?" Library Hi Tech News (2023).

[35] Marrone, Rebecca, Victoria Taddeo, and Gillian Hill. "Creativity and Artificial Intelligence—A Student Perspective." Journal of Intelligence 65 (2022).

[36] Jia, Jiyou. "The Study of the Application of a Web-Based Chatbot System for College English Teaching." International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

[37] Inderawati, Rita, et al. *"Promoting Students' Writing by Using Essay Writing GPT: A Mix Method."* In Advanced Applications of Generative AI and Natural Language Processing Models, 249–264. Hershey, PA: IGI Global, 2024.

4. Limitations of ChatGPT 3.5

Despite its many advantages, ChatGPT 3.5 is not completely free from limitations. Habib et al. point out that the use of AI can produce answers that are too generic or "safe" and sometimes less in-depth. Therefore, effective interaction with ChatGPT 3.5 requires curiosity and good questioning skills from users.[38]

E. Curiosity

1. Definition

Curiosity is an inner drive that encourages a person to seek new knowledge and understanding. According to Peterson and Seligman, curiosity is an intrinsic desire to seek new information and unknown experiences.[39] In the context of education, curiosity is an important motivator for learning and exploration, as the drive to know new things encourages individuals to continuously seek information, understand deeper concepts, and develop new skills. With high curiosity, one is not only limited to existing knowledge, but also driven to find answers to unanswered questions, explore areas not yet understood, and ultimately, make significant innovations in various disciplines. Overall, Curiosity serves as a powerful internal motivator that drives individuals to explore, learn, and grow beyond existing knowledge. In education, it fosters

[38] Habib, Sabrina, Thomas Vogel, Xiao Anli, and Evelyn Thorne. *"How Does Generative Artificial Intelligence Impact Student Creativity*?" Journal of Creativity 34 (2024): 1.

[39] Peterson, Christopher, and Martin E. P. Seligman. *Character Strengths and Virtues: A Handbook and Classification.* Oxford: Oxford University Press, 2004.

continuous learning, deeper understanding, and innovation across various fields.

2. Curiosity Components

In the book "Character Strengths and Virtues" by Peterson and Seligman, curiosity is described as the tendency to explore, discover, and seek new experiences. Curiosity consists of several main components such as Exploration, Openness to Experience, Investigative Interest, Joy in Learning, and Persistence.[40]

a. Exploration

Exploration in the context of curiosity refers to a person's intrinsic drive to seek new information and explore the surrounding environment. According to Peterson and Seligman, exploration involves an active effort to discover the unknown and expand one's horizons. Writers who have a strong exploration drive actively seek the unknown and expand their horizons. They are proactive in seeking new experiences, dare to venture outside their comfort zone and enjoy the continuous process of discovery.

b. Openness to Experience

Openness to Experience in the context of curiosity refers to a person's openness to new experiences, different ideas, and diverse perspectives. According to Peterson and Seligman, Openness to

[40] Peterson, Christopher, and Martin E. P. Seligman. *Character Strengths and Virtues: A Handbook and Classification.* Oxford: Oxford University Press, 2004.

Experience includes a deep interest in the unusual and a desire to explore unfamiliar aspects of life. In the context of writing. Writers who have an Openness to experience often seek to explore unfamiliar topics, try different writing styles, and take creative risks in their writing. They are not afraid to explore controversial or profound ideas that can enrich their narrative.

c. Investigate Interest

Investigate Interest in the context of curiosity refers to the urge to investigate and understand phenomena in depth. According to Peterson and Seligman, Investigative Interest involves the desire to dig further, ask critical questions, and seek more detailed and in-depth explanations about things. In the context of writing, writers who have a high investigative interest tend to conduct in-depth research, explore varied sources of information, and question existing assumptions. They often engage in the search for solid data and evidence to support their arguments in their writing.

d. Joy in Learning

Joy in Learning in the context of curiosity refers to the excitement and satisfaction one feels when engaged in the learning process. According to Peterson and Seligman, Joy in Learning is the feeling of pleasure that arises when one explores new knowledge and understands previously unknown concepts. Writers who feel joy in learning tend to be more engaged in the writing process, enjoying every

step from research to drafting. They find pleasure in discovering new information, crafting strong arguments, and seeing their ideas develop into cohesive pieces of writing. In an educational context, this joy in learning can increase students' motivation and commitment to writing tasks.

e. Persistence

Persistence in the context of curiosity refers to a person's perseverance and persistence in pursuing knowledge and completing tasks despite obstacles and challenges. According to Peterson and Seligman, Persistence is the ability to keep trying and not give up when faced with difficulties and stay focused on long-term goals. Persistent writers do not give up easily when facing difficulties or challenges in the writing process. They continue to look for solutions, improve their writing, and try to achieve the best results. This perseverance is very important in education as it helps students overcome obstacles and achieve deep understanding.

3. Curiosity in Writing

In writing, Curiosity is the force that drives exploration, discovery, and the development of creative ideas. Based on a study conducted by Smith et al, students who have high levels of curiosity tend to be more engaged and productive in writing activities.[41] Curiosity in students not only encourages

[41] Smith, A., Johnson, B., & Brown, C. "*The Role of Curiosity in Writing: A Study of College Students*". (Journal of Writing Research, 2020). 12(2), 145-162.

them to look for interesting and relevant topics but also encourages them to conduct more in-depth and explorative research. As a result, the writing produced by those with high levels of curiosity is often richer in detail, more creative, and more interesting to readers.

4. Foster Curiosity Through Writing

To foster curiosity through writing, it is important to understand the role that the writing process plays in evoking and maintaining curiosity. A study conducted by Wang et al was shown that the use of writing tasks can stimulate students' exploration of ideas and reflective thinking.[42] In this case, writing assignments provide students with opportunities to explore topics of interest, question existing concepts, and develop broader perspectives. Thus, the writing process is not only a tool to convey ideas, but also an effective means to arouse students' intrinsic curiosity about the world around them.

In addition, Lee et al. found that students who actively engage in writing activities that stimulate exploration and reflection tend to develop higher levels of curiosity.[43] Research shows that giving students freedom in the choice of writing topics and providing challenges appropriate to their skill level can increase their intrinsic motivation to explore new ideas and investigate interesting topics. That is, giving students the freedom to

[42] Wang, X., Li, H., & Zhang, Y. "*The Effect of Writing Assignments on Students' Curiosity: A Study in High School Settings*". (Journal of Educational Research, 2021). 115(3), 321-336.

[43] Lee, H., S. Park, and J. Kim. *"The Influence of Writing Activities on Curiosity: A Study with Elementary School Students."* Journal of Educational Psychology 111, no. 4 (2019): 563–578.

determine the subject of their writing, not only encourages them to search for information at a glance about the chosen topic but also inspires them to explore in more depth the aspects related to the topic. This means that, what may initially be only a surface interest in a particular topic, can develop into a more in-depth and detailed exploration.

5. ChatGPT 3.5 as Curiosity Facilitator

ChatGPT 3.5 have evolved into effective facilitators of curiosity in various fields, including education, customer service, and research. With their ability to provide instant responses and relevant information, the chatbot can spark users' curiosity and encourage further exploration.[44] For example, in an educational context, ChatGPT 3.5 can answer student questions in real-time, provide additional explanations, and offer engaging learning resources. This not only helps students understand the subject matter better but also stimulates their interest in finding out more. Moreover, it is a well-designed AI-based technology that can anticipate users' needs and provide additional information that they may not have known before, thus enriching their experience.[45] Overall, ChatGPT 3.5 can be an effective facilitator in fostering curiosity, especially in the field of education. With quick responses and relevant additional information,

[44] Winkler, R., and M. Söllner. *"Unleashing the Potential of Chatbots in Education: A State-of-the-Art Analysis."* In Proceedings of the 21st International Conference on Human-Computer Interaction, 493–502. 2018.

[45] Kerly, A., Hall, P., & Bull, S. "*Bringing Chatbots into Education: Towards Natural Language Negotiation of Open Learner Models*". (Knowledge-Based Systems, 2007) 20(2), 177-185.

ChatGPT helps students understand the material and encourages them to learn further.

F. Creativity

1. Definition

Creativity is a person's ability to generate new, original, and meaningful ideas, and to express those ideas in innovative and effective ways. Creativity involves the ability to think outside the box, see unusual connections between different concepts, and integrate different ideas into unique and useful solutions.[46] In the context of Education, creativity is the key to meaningful learning. When students can think creatively, they can find new solutions to complex problems. Creativity teaches students to take risks and explore different ways of problem-solving. It's not just about getting grades, but also about being an independent and resourceful learner. Creativity also allows students to express themselves in unique ways and discover new talents. Overall, Creativity is the ability to generate new, original, and meaningful ideas and to communicate these ideas in innovative and effective ways that involve the ability to think outside the box, connect concepts, and create unique solutions.

2. Creativity Components

Creativity is an important character strength to generate new and useful ideas. According to Peterson and Seligman in the book "Character

[46] Christopher Peterson, Martin Seligman. "*Character Strengths and Virtues: A Handbook and Classification*". (Oxford: Oxford University Press, 2004). 240.

Strengths and Virtues, they explain that creativity consists of several main components namely, Originality, Fluency, Flexibility, and Elaboration.[47]

a. Originality

Originality in creativity refers to the ability to generate ideas that are new, unique, and different from those that have existed before. According to Peterson and Seligman, originality is at the core of creativity because it involves innovative thinking and the ability to see things from an unusual perspective. In the context of writing, writers can generate new ideas that have never been expressed before or provide fresh perspectives on topics that have been widely discussed. Originality is also seen in a distinctive and recognizable writing style, which sets their work apart from other writers. This includes the creative use of metaphors, innovative narrative structures, and unconventional writing techniques. In addition, original writers often combine various references and inspirations from different fields to create something new, such as combining scientific theory with literature or personal experience with history. The use of fresh and interesting language is also an indicator of originality, where the writer uses idioms, wordplay, or creates new terms that give freshness to the writing. Original writing can surprise readers with new insights or unexpected perspectives, and inspire them to think or feel differently.

[47] Christopher Peterson, Martin Seligman. "*Character Strengths and Virtues: A Handbook and Classification*". (Oxford: Oxford University Press, 2004). 109-113.

b. Fluency

Fluency in creativity refers to the ability to generate many ideas or solutions in a short time. According to Peterson and Seligman, Fluency is an important aspect of creativity that shows how productive a person is in generating new ideas. In the context of writing, writers who have fluency in thinking can create various ideas or concepts without much difficulty. This can be seen in their ability to write quick drafts, productive brainstorming, and generate a variety of arguments or diverse points of view in an essay. Fluency also reflects mental flexibility that allows writers to find many different ways to express the same idea, giving their writing depth and variety.

c. Flexibility

Flexibility in creativity refers to the ability to move between different ideas, perspectives, or approaches to a problem or situation. According to Peterson and Seligman, flexibility is a critical aspect of creativity that allows individuals to adapt their thinking according to changing conditions and challenges faced. In the context of writing, flexible writers can easily move between different writing styles, formats, or genres as needed. They can adjust their narrative structure to suit a particular audience or writing purpose. For example, a flexible writer might write a formal essay with a neatly structured argument but is also capable of writing a short story with a freer narrative style.

d. Elaboration

Elaboration in creativity refers to the ability to develop initial ideas into more detailed and complex concepts. According to Peterson and Seligman, elaboration is an important aspect of creativity that involves deep thinking and the ability to expand ideas into more complete and mature solutions. In the context of writing, writers who are good at elaboration can enrich their writing with in-depth details, concrete examples, and clear explanations. They not only present a basic idea but also develop it by providing in-depth background, context, and analysis. This makes their writing more informative, persuasive, and engaging for the reader.

3. Creativity in Writing

Creativity in writing plays an important role in producing original and interesting work. As Richards et al. found, writers who have high levels of creativity tend to be able to develop innovative ideas and captivate readers.[48] The study found that creativity in writing includes not only the ability to generate new ideas but also the ability to combine unusual concepts and explore different perspectives. In addition, research by Craft et al. revealed that a supportive environment, such as a classroom that encourages experimentation and reflection, can enhance students' creativity in writing. Creativity allows writers to go beyond conventional boundaries

[48] Richards, R., B. A. Hennessey, and M. A. Runco. *"The Role of Creativity in Writing: A Comprehensive Review."* Journal of Creative Writing Research 14, no. 3 (2018): 215–230.

and create texts rich in imagination and originality, which in turn can increase the appeal and impact of their writing.[49]

4. Foster Creativity Through Writing

Writing is a great way to foster creativity. In an educational context, writing can encourage students to think critically and creatively. As Runco and Chad said, writing tasks force students to explore new ideas and take intellectual risks that will stimulate their creativity.[50] Through writing, students are invited to think outside the box, connect seemingly unrelated concepts, and develop fresh and unique narratives. This means that writing is not only a medium to channel ideas, but also a medium for students to channel their creativity and become a medium that facilitates students to produce original work.

5. ChatGPT 3.5 as Creativity Supporter

In the context of creativity, ChatGPT 3.5 can play a supporting role in developing a person's creativity. For example, in writing activities, ChatGPT 3.5 helps users overcome idea blockages by providing suggestions regarding storylines, characters, and writing styles. ChatGPT also encourages experimentation with new language styles and helps users see problems from different perspectives.[51] This is in line with the Zone of

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[49] Craft, Anna, Bob Jeffrey, and Mike Leibling. "Creativity in Education: Encouraging Experiments and Reflections in Writing." Journal of Educational Creativity 12, no. 1 (2020): 45–60.

[50] Runco, Mark A., and I. Chand. "Fostering Creativity through Writing: Insights from Educational Practices." Journal of Creative Education 18, no. 2 (2020): 135–150.

[51] Guzmán, Eugenio, and Anjali Pathania. *"Chatbots in Education: A Study of AI-Powered Conversational Agents as Tutors."* In Proceedings of the 25th International Conference on Intelligent User Interfaces, 33–37. 2020.

Proximal Development (ZPD) theory proposed by Vygotsky, which states that the most effective learning occurs when someone is helped to complete a task that is slightly beyond their actual abilities. At this point, ChatGPT 3.5 can function as digital scaffolding, a tool that helps users bridge the gap between what they can already do on their own and what they can achieve with help.[52] In other areas such as design or product development, ChatGPT 3.5 can also provide visual inspiration, generate new ideas, and help refine concepts By providing access to ideas and alternatives that may not have been previously thought of, ChatGPT plays a collaborative role in expanding users' creative potential. Thus, ChatGPT 3.5 can be an effective cognitive partner in the creative process, by supporting development in the user's ZPD through guidance, suggestions, and encouragement to explore further. concepts and optimize the creative process.

G. Review of Related Finding

One of the relevant studies in this research comes from the study titled ChatGPT *for Good? On Opportunities and Challenges of Large Language Models for Education* (Kasneci et al). This study examines the potential and challenges of using large language models (LLMs) such as ChatGPT in higher education contexts. Using a literature study approach and reflective analysis, this study states that the use of Large Language Models (LLMs), such as

[52] Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Edited by Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman. Cambridge, MA: Harvard University Press, 1978.

ChatGPT, holds great potential in academic contexts. The researchers found that ChatGPT can help students think critically, explore new ideas, and increase efficiency in academic writing. These findings align with the focus of this research, which shows that ChatGPT 3.5 serves not only as a technical aid but also as a tool that fosters students' creativity and curiosity in writing, particularly in academic essay writing.[53]

Furthermore, support for the role of creativity in writing is also evident in the study titled *Creative AI: Supporting Creative Writing with Deep Learning Models* by (Hong, J., & Sklar, E.). This research examines how deep learning-based artificial intelligence models that resemble chatbots can play a role in supporting creative writing activities. This study uses an experimental approach and descriptive analysis of the text results generated by AI. This study reveals that Deep Learning models resembling chatbots can support creative writing through the use of AI. These models are capable of generating coherent and relevant text based on user input. One of the main findings is that AI not only enhances the efficiency of the creative process but also broadens the creative horizons of writers by offering ideas they might not have previously considered. Thus, AI can be positioned as a valuable creative partner in writing activities.[54]

However, the study titled *How Generative Artificial Intelligence Affects Student Creativity?* (Sabrina Habib et al.) offers a more balanced perspective

[53] Kasneci, Elmar, et al. *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education."* Learning and Individual Differences 103 (2023): 102274.

[54] Hong, J., and E. Sklar. *"Creative AI: Supporting Creative Writing with Deep Learning Models."* In Proceedings of the 11th International Conference on Computational Creativity, 2020, 80–87.

on the impact of AI on creativity. This research uses reflective analysis and qualitative approaches to evaluate how generative AI influences students' creative thinking processes. This research states that while AI can significantly support creative thinking, it also poses negative impacts such as producing generic or overly safe responses, as well as raising ethical concerns related to originality and intellectual property rights. Therefore, the researchers emphasize the importance of using AI wisely in the classroom. Educators are encouraged to build a symbiotic relationship between human creativity and AI so that both can complement rather than replace one another.[55]

Meanwhile, in the area of developing students' curiosity, the study *Design-Based Research and Technology-Enhanced Learning Environments* (Wang, Feng, and Michael J. Hannafin) used the Design-Based Research (DBR) approach and conceptual studies to show that educational technology provides opportunities for students to explore independently, learn personally, and receive real-time feedback. Shows that learning environments enriched with technology such as AI can enhance students' curiosity. This is made possible because AI technology provides opportunities for independent exploration, personalized learning, and interactive real-time feedback. Such environments create opportunities for students to explore knowledge more dynamically and in accordance with their individual interests.[56]

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[55] Habib, Sabrina, Thomas Vogel, Xiao Anli, and Evelyn Thorne. *"How Does Generative Artificial Intelligence Impact Student Creativity?"* Journal of Creativity 34 (2024): 1.

[56] Wang, Feng, and Michael J. Hannafin. *"Design-Based Research and Technology-Enhanced Learning Environments."* Educational Technology Research and Development 53, no. 4 (2005): 5–23.

Another relevant study is titled *Promoting Students' Writing by Using Essay Writing GPT: A Mix Method* (Inderawati et al). This study aims to determine the effect of using GPT on students' writing skills. This study uses a mixed method by comparing the experimental group using GPT and the control group writing without the help of GPT. This research found that although the essay writing test scores between the experimental group and the control group were nearly the same, students who used GPT felt assisted in building ideas because they did not have to think as hard as with traditional writing methods. In contrast, students in the control group felt freer to compose essays according to their own preferences. These findings indicate that ChatGPT plays a role in facilitating the initial stages of the thinking process in writing, particularly in organizing ideas.[57]

Support for personalized learning is also found in the study *The Study of the Application of a Chatbot System for College English Teaching* (Jia Jiyou). This study aims to analyze the application of chatbot systems in teaching English at the college level. With a quantitative approach and technology system analysis. This study reveals that chatbots like ChatGPT can dynamically adjust interactions according to individual student needs. The technology can recognize levels of understanding, learning styles, and student preferences, thereby providing more personalized and relevant responses. This

[57] Inderawati, Rita, et al. *"Promoting Students' Writing by Using Essay Writing GPT: A Mix Method."* In Advanced Applications of Generative AI and Natural Language Processing Models, 249–264. Hershey, PA: IGI Global, 2024.

customization not only improves the effectiveness of learning but also fosters students' motivation and curiosity toward the English language. When students feel supported and valued, they are more likely to explore the language further.[58]

There are some similarities between this research and previous research. Specifically, this research will explore the role of AI in assisting humans in writing, how AI can assist the creative thinking process, and how AI can increase student curiosity. The difference with the previous research is that this research will complement the previous findings by providing more specific insights on how AI, which in this research will be specified as a chatbot, can foster the curiosity dimension/component and how chatbots can support the creativity dimension/component in the context of writing.

[58] Jia, Jiyou. *"The Study of the Application of a Web-Based Chatbot System for College English Teaching."* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the research and other matters relating to data collection and data analysis of the research. The details of the points previously mentioned will be further explained below.

A. Kind of the Research

This research used qualitative method, with a case study design. This design was chosen because it provides a suitable framework for investigating complex phenomena such as the use of ChatGPT in the context of college students' writing education. Case studies allow researchers to delve deeply into interactions that occur in real environments, highlighting the specific contexts in which ChatGPT play a role in fostering students' curiosity and supporting creativity in their writing process. While most previous studies have used experimental or quasi-experimental designs to measure the impact of AI statistically, this study deliberately chose a qualitative case study approach in order to provide a deeper and more contextual understanding of how students interpret and interact with ChatGPT in the writing process. This approach not only complements previous findings, but also explores the processes behind the results of how and why ChatGPT can play a role in fostering curiosity and supporting creativity in students in real educational contexts.

This approach allows researchers to collect data on the experiences and perceptions of individuals in a holistic way and also allows researchers to delve into the complex dynamics of interactions between ChatGPT and its use in structured educational contexts.[59] Case studies facilitate research on complex and multifaceted phenomena, taking into account relevant contexts and variables in actual educational situations.[60] Case studies make it possible to build new theories or test existing theories by using rich and detailed data, which can provide a deep understanding of the mechanisms involved in ChatGPT interaction in writing education.[61] Through this approach, researchers can explore different dimensions of students' experiences and identify key factors that influence the effectiveness of ChatGPT in fostering curiosity and supporting creativity in writing.

B. Subject of the Research

The subjects of this study were students majoring in English who had taken Essay Writing courses. The selection of subjects used the purposive sampling method, which allows researchers to select participants based on specific criteria relevant to the purpose of the study.[62] Students who had taken the Essay Writing course were chosen because they have basic knowledge and skills in writing essays, which is the main focus of this study. More specifically, this

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[59] Yin, Robert K. *Case Study Research: Design and Methods.* 5th ed. Thousand Oaks, CA: SAGE Publications, 2014.

[60] Merriam, S.B., & Tisdell, E.J. *"Qualitative Research: A Guide to Design and Implementation"*. Jossey-Bass. (2015).

[61] Stake, Robert E. *The Art of Case Study Research*. Thousand Oaks, CA: SAGE Publications, 1995.

[62] Patton, M.Q. *"Qualitative Research & Evaluation Methods: Integrating Theory and Practice"*. (SAGE Publications, 2015)

study selected students who had experience in writing essays using the help of ChatGPT 3.5. This selection allowed researchers to explore more deeply how the use of ChatGPT 3.5 can foster curiosity and support their creativity in writing. To ensure that the subjects had actually used ChatGPT 3.5 in the essay writing process, the researchers first distributed a Google Form as an initial confirmation instrument. The form contained questions related to whether participants had ever used ChatGPT 3.5, for what purpose it was used, and how often it was used in the context of essay writing. Only students who answered that they had used ChatGPT 3.5 to write essays were considered as participants. After that, the researcher conducted further verification through direct communication and asked participants to include evidence of chat history and the resulting essay documents. This evidence is also analyzed in the document analysis stage as part of the data triangulation technique. In this study, 6th semester students were chosen as subjects because during that period they were still active in the learning process and more open in exploring new technologies compared to final semester students who were busy with the preparation of their thesis or graduation. The purposive sampling method ensures that the participants involved have relevant backgrounds and experiences so that the data collected will be richer and more meaningful to answer the research questions.[63] The purposive sampling approach also allows researchers to focus

[63] Palinkas, L.A., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N., & Hoagwood, K. "Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research". (Administration and Policy in Mental Health and Mental Health Services Research, 2015) 42(5), 533-544.

on individuals who are considered to have important information that can contribute significantly to the understanding of the phenomenon being studied.[64]

C. Technique of Collecting Data

The data collection part of this study is designed to gain in-depth insight into the role of ChatGPT 3.5 in fostering students' curiosity and supporting creativity in writing essays. Data will be collected through two main instruments, namely semi-structured interviews and document analysis, to capture students' experiences, perceptions, and interactions with the ChatGPT 3.5 during the essay writing process. The use of these two instruments is expected to provide a comprehensive and rich picture of how ChatGPT 3.5 can influence students' curiosity and creativity in writing.

1. Semi-structured interview

Semi-structured interviews were chosen as the primary method of data collection for this study. This approach provided the necessary flexibility to explore in depth the students' experiences and perceptions regarding the use of chatbots in writing essays. According to Kvale and Brinkman, semi-structured interviews are conducted with fixed guidelines of structured questions, but also allow the researcher to explore topics that arise spontaneously and in-depth, according to the unique responses and

[64] Gentles, Stephen J., Cathy Charles, Jenny Ploeg, and Kathleen A. McKibbon. *"Sampling in Qualitative Research: Insights from an Overview of the Methods Literature."* The Qualitative Report 20, no. 11 (2015): 1772–89.

experiences of each participant.[65] This is important to ensure that the data collected includes a range of relevant viewpoints and nuances related to the practical experience of using a chatbot in a writing education context. Each interview will last approximately 45-60 minutes and will be recorded with permission from the participants to ensure accuracy in transcription and data analysis. This approach allows the researcher to holistically understand how ChatGPT 3.5 can foster students' curiosity and support creativity in writing, as well as identify key themes that emerge from their experiences.

2. Document Analysis

Document analysis was an integral part of this study, in which the researcher collected and analyzed the chat history generated by the participants during their interactions with ChatGPT 3.5 in essay writing activities. According to Creswell, document analysis is used to collect data from various document sources, such as reports, letters, notes, and interview transcripts, or in the case of this study, it allows the researcher to examine in detail the content and interactions that occur between students and chatbots, as well as to identify emerging patterns in the use of chatbots in the writing process.[66] The documents analyzed will include transcripts of conversations between students and the ChatGPT 3.5 , which will be

[65] Kvale, S., & Brinkmann, S. "*Interviews: Learning the Craft of Qualitative Research Interviewing*" (3rd ed.). (SAGE Publications, 2015)

[66] Creswell, J.W. "*Qualitative Inquiry & Research Design: Choosing Among Five Approaches*". (SAGE Publications, 2013)

investigated to explore how the ChatGPT 3.5 is used as a tool to foster students' curiosity and support creativity in writing essays. This analysis will provide important additional insights to strengthen the findings from the interviews, as well as to gain a deeper understanding of the impact of ChatGPT 3.5 in the context of writing education.

D. Instrument of the Research

Research instruments are tools or methods used by researchers to collect data and information needed to answer research questions. In the context of this research, the instruments that will be used are:

1. Semi-structured Interview Guidance

The guide usually consists of a set of pre-prepared questions, but the researcher also has the freedom to ask additional questions based on the respondents' responses, allowing the researcher to go deeper into the answers given and explore issues that may have been unforeseen.[67] In the context of this study, a semi-structured interview guide was designed to direct conversations with respondents to gain in-depth insights into the role of ChatGPT 3.5 in fostering students' curiosity and supporting creativity in writing. This approach allowed for flexibility in exploring topics, while still focusing the conversation on areas relevant to achieving the research objectives.

[67] Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. "*Systematic methodological review: developing a framework for a qualitative semi-structured interview guide*". (Journal of Advanced Nursing, 2016) 72(12), 2954-2965.

Table 3.1. Blueprint Semi-Structured Interview Guide of Curiosity

No	Aspect	Indicator	Sub-Indicator	Questions
1	The role of ChatGPT 3.5 in fostering students' curiosity	1. Curiosity in Writing	1. Exploration	1. Have you used ChatGPT 3.5 to find unexpected insights or alternative perspectives? Can you give an example? 2. Have you tried writing about unfamiliar topics with the help of ChatGPT 3.5? Why or why not? 3. How does ChatGPT 3.5 encourage you to explore outside your comfort zone in writing?
			2. Openness to Experience	4. Have you used ChatGPT 3.5 to experiment with different writing styles? If so, how? 5. Has ChatGPT 3.5 suggested topics or viewpoints you wouldn't have considered before? Can you provide an example? 6. How does ChatGPT 3.5 help you see a topic from different perspectives?
			3. Investigative Interest	7. Have you found yourself asking more critical questions about your writing topic when using ChatGPT 3.5? Why? 8. Do you use ChatGPT 3.5 to find additional sources for writing? How do you

No	Aspect	Indicator	Sub-Indicator	Questions
				verify the credibility of the information?
			4. Joy in Learning	9. Has using ChatGPT 3.5 made writing more enjoyable for you? Why or why not? 10. Have you felt more motivated to improve your writing after using ChatGPT 3.5? If so, in what ways?
			5. Persistence	11. Have you ever faced writer's block? How has ChatGPT 3.5 helped you overcome it? 12. Has ChatGPT 3.5 encouraged you to keep refining and improving your writing? If so, how? 13. Has ChatGPT 3.5 helped you develop long-term writing habits? In what way?
			6. ChatGPT 3.5 as a Curiosity Facilitator	14. How does ChatGPT 3.5's instant response affect your curiosity in writing? 15. Do you find yourself asking more follow-up questions when using ChatGPT 3.5? Why or why not?

Table 3.2. Blueprint Semi-Structured Interview Guide of Creativity

No	Aspect	Indicator	Sub-Indicator	Questions
1	The role of ChatGPT 3.5 in supporting students' creativity	1. Creativity in Writing	1. Originality	1. Has ChatGPT 3.5 helped you generate fresh and original writing ideas? If so, how? 2. Can you share an example where ChatGPT 3.5 provided you with an unexpected or unique perspective on a topic? 3. Have you noticed any improvements in your ability to use creative language (metaphors, wordplay, etc.) after using ChatGPT 3.5?
			2. Fluency	4. Do you find it easier to brainstorm multiple writing ideas with ChatGPT 3.5? Why or why not? 5. Do you find yourself producing more ideas in a shorter time when using ChatGPT 3.5? Can you give an example?
			3. Flexibility	6. Have you used ChatGPT 3.5 to write in different formats (e.g., formal essays, stories, poetry)? How was your experience? 7. How does ChatGPT 3.5 help you transition between different tones or styles of writing?

No	Aspect	Indicator	Sub-Indicator	Questions
			4. Elaboration	8. Has ChatGPT 3.5 helped you elaborate on your initial writing ideas? How? 9. Can you share an instance where ChatGPT 3.5 suggested deeper details or background information that improved your writing? 10. How does ChatGPT 3.5 assist you in refining and strengthening your arguments in an essay or article?
			5. ChatGPT 3.5 as Creativity Supporter	11. Have you experienced writer's block? How has ChatGPT 3.5 helped you overcome it? 12. Have you used ChatGPT 3.5 to reignite your creativity when feeling stuck in writing? If so, how?

2. Document Checklist

To gain a better understanding, a document analysis of student writing results was conducted. The documents analyzed included essays and a history of interactions with the ChatGPT 3.5 during the writing process. This analysis aims to assess in depth the extent to which the components of curiosity and creativity are reflected in students' writing after using ChatGPT 3.5 as a writing tool.

Table 3.3. Blueprint Document Checklist of Curiosity

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	Items to Analyze
1	The role of ChatGPT 3.5 in fostering students' curiosity	1. Curiosity in Writing	1. Exploration	1. Engagement with new insights, perspectives, and topics	1. Evidence of diverse exploration and curiosity-driven writing.	Chat History and Written Results
			2. Openness to Experience	2. Experimentation with writing styles and viewpoints	2. Willingness to try new styles and perspectives.	
			3. Investigative Interest	3. Critical questioning and verification of sources	3. Efforts in inquiry, evaluating, and verifying information.	
			4. Joy in Learning	4. Enjoyment, motivation, and writing improvement	4. Reflection of enthusiasm, growth, and engagement.	
			5. Persistence	5. Overcoming challenges and continuous revision	5. Resilience and commitment to improving writing.	
			6. ChatGPT 3.5 as a Curiosity Facilitator	6. Frequency and depth of follow-up questions	6. Reflection of ongoing curiosity and deeper questioning.	
				7. Influence of AI's quick responses on curiosity	7. Further exploration and engagement with AI responses.	

Table 3.4. Blueprint Document Checklist of Creativity

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	Items to Analyze
1	The role of ChatGPT 3.5 in supporting students' creativity	1. Creativity in Writing	1. Originality	1. Generation of fresh and unique ideas	1. Writing demonstrates originality and creative thought.	Chat History and Written Results
				2. Use of unexpected perspectives and creative language	2. Shows ability to apply new viewpoints and expressive language.	
			2. Fluency	3. Ease in brainstorming multiple ideas	3. Produces diverse ideas efficiently and quickly.	
				4. Speed and volume of idea generation	4. Demonstrates increased idea flow and productivity.	
			3. Flexibility	5. Ability to write in multiple formats and styles	5. Writing transitions smoothly between different forms.	
				6. Adaptability in tone and stylistic changes	6. Shows versatility in writing approaches.	
			4. Elaboration	7. Expansion of initial ideas with detailed content	7. Writing is enriched with depth and supporting details.	
				8. Strengthening arguments and adding background information	8. Demonstrates improvement in structure and logical flow.	

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	Items to Analyze
			5. ChatGPT 3.5 as a Creativity Facilitator	9. Using AI to reignite creativity and find inspiration	9. Writing reflects problem-solving and renewed creativity.	

E. Technique of Data Analysis

This document analysis is an important stage in the research to explore the impact of using ChatGPT 3.5 in fostering students' curiosity and supporting creativity in the context of writing. In this study, the researcher will use Monique Hennink, Inge Hutter, and Ajay Bailey's data analysis model.[68]

1. Data Collection

Data collection for this study was conducted through two main approaches: semi-structured interviews and document analysis. First, semi-structured interviews will be conducted with students who have taken or are currently taking the Essay Writing course at IAIN Curup's English Department. These interviews will aim to explore the students' experiences in using ChatGPT 3.5 as a support tool in writing, as well as how it fosters their curiosity and supports their creativity. In addition, document analysis will be conducted on students' essays and transcripts of interaction history with the ChatGPT 3.5.

[68] Hennink, M. and Hutter, I. and Bailey, A. "*Qualitative Research Methods*". (SAGE Publications, 2020).

2. Data Condensation

The data condensation process in this study conducted in a systematic and structured manner to identify key patterns and significant findings that emerged from the semi-structured interviews and document analysis. The first step involves complete transcription of the interviews to obtain raw data which will then be coded based on key themes such as the experience of using ChatGPT 3.5, changes in curiosity, and accelerated creativity in writing. Next, the results of the document analysis will be categorized based on pre-defined criteria. The data collected from these two approaches will be organized in a format that facilitates comparison and identification of emerging trends.

3. Data Display

The data collected in this study was presented using a systematic and analytical approach. The results of the semi-structured interviews with students will be presented in the form of quotes that represent their experiences and views on the use of ChatGPT 3.5 in writing contexts. These quotes will be organized based on the main themes that emerged during the interviews. Meanwhile, the results of the document analysis will be presented in the form of a table containing the components of curiosity and creativity, assessment criteria, and examples in the documents.

4. Conclusion Drawing and Verification

This research drew conclusions based on in-depth analysis of data collected from semi-structured interviews and document analysis.

Verification of the findings is done through a triangulation approach, which compares and integrates data from both methods to ensure the reliability and validity of the research results. Thus, this research is expected to provide a deeper understanding of how ChatGPT 3.5 can be optimized to support more effective writing learning in a university environment.

CHAPTER IV

FINDING & DISCUSSION

This chapter presents the findings and discussion of the study entitled "**The Role of ChatGPT 3.5 in Fostering Students' Curiosity and Supporting Creativity in Writing**." Data were obtained through two primary methods: semi-structured interviews with six participants and a document checklist analyzing students' writing and their history of interactions with ChatGPT. The findings were organized into two main themes: Curiosity and Creativity.

A. Findings

1. The Role of ChatGPT 3.5 in Fostering Students' Curiosity in Writing

   This section highlights the role of ChatGPT 3.5 in fostering students' curiosity of English Education students at IAIN Curup in writing. Through semi-structured interviews and document analysis, the researcher identified and clarified how ChatGPT 3.5 contributes to the development of various components of curiosity. The findings, based on the collected data, are comprehensively summarized in the diagram and tables below.

Diagram 4.1. The role of ChatGPT 3.5 for students in writing

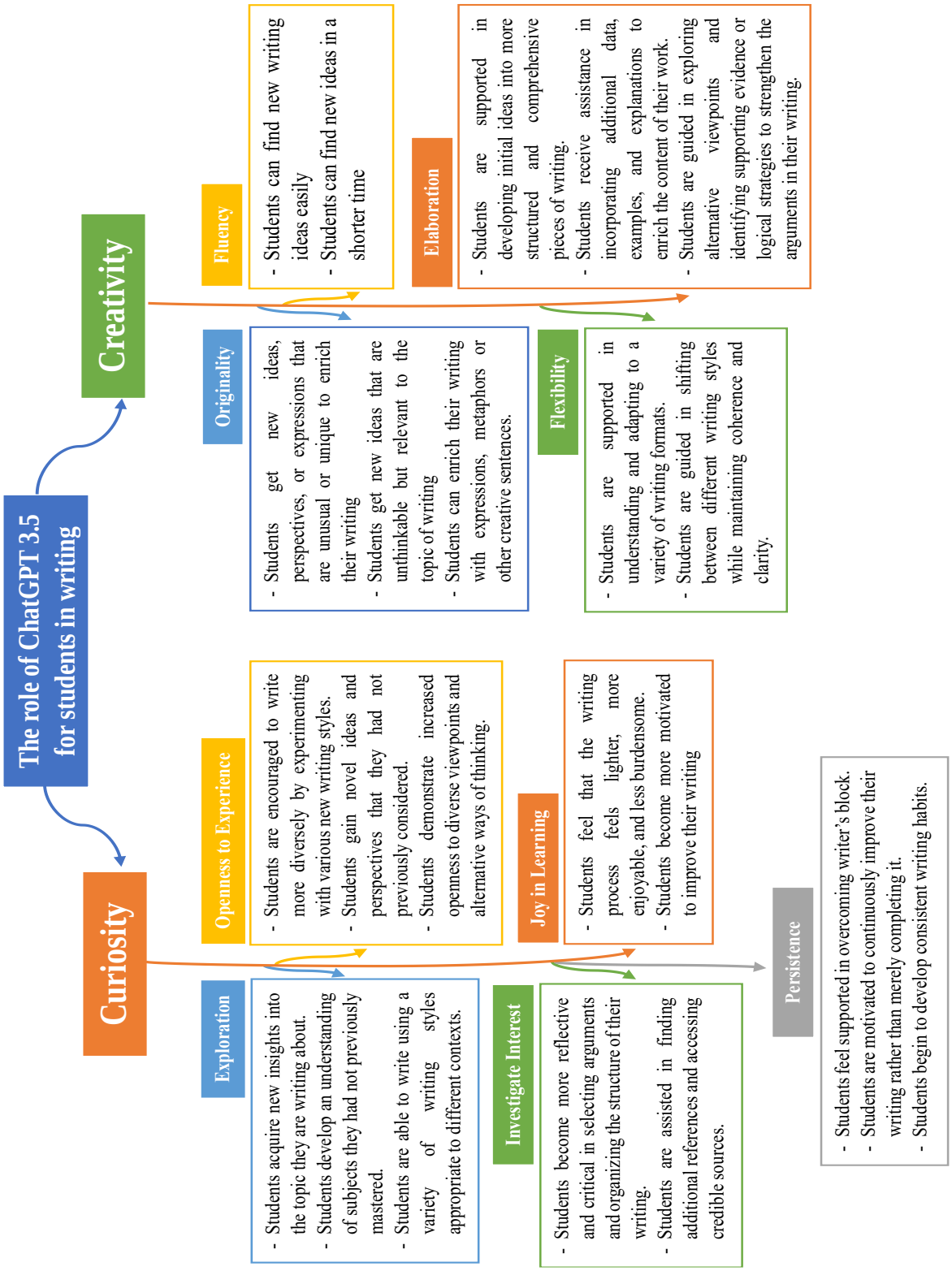

Table 4.1. Exploration Finding

N0	Aspect	Components	Item
1.	Curiosity in Writing	Exploration	1. Helps gain new insights and perspectives. 2. Help write unfamiliar topics 3. Helps get out of from comfort zone in writing

Based on these findings, ChatGPT 3.5 plays a significant role in fostering students' curiosity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the exploration component of curiosity. One key Item of this component is helping to gain new insights and perspectives, which is supported by an interview with one of the participants.

> **Interview Data Student 1:**
>
> "Oh, I have used ChatGPT 3.5 to gain new insights. For example, when writing an essay about AI, Abdul gained many new perspectives regarding its impact on writing and work ethics. **(S1-CU-E-1)**

Based on the results of interviews with student 1, researchers found that participants used ChatGPT 3.5 as a tool to expand their insights. Participants not only get information, but also new perspectives.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 1:**
>
> "ChatGPT, I want to write an essay about History and Definition of AI Writing tools, give me information that can help me write an essay on this topic"

The prompt above is also supported by the following essay excerpts.

> **Essay Data Student 1:**
>
> "This essay explores the historical development of AI writing tools, examining their beginnings, technological progress, ethical concerns, and their impact on education"

The prompt above indicates the participant's effort to seek information related to the writing topic. It reflects engagement with new insights, perspectives, and topics, as the participant actively explores new information to support the writing process. Furthermore, the excerpt above shows that the participant examines the topic comprehensively, covering aspects such as history, technology, ethics, and education.

Another key item of this component is help write unfamiliar topics, which is supported by an interview with one of the participants.

> **Interview Data Student 4:**
>
> "Yes, I have written about a topic I wasn't familiar with using ChatGPT 3.5. Like I said earlier, my lecturer gave me a topic that I wasn't familiar with. For example, the lecturer gave me a topic about how to write a good and correct essay." **(S4-CU-E-2)**

Based on the results of interviews with Student 4, researchers found that participants used ChatGPT 3.5 to gain new insights and perspectives in the writing process.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 4:

> "What are the important aspects that need to be discussed in an essay on How to write a good essay"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 4:

> "In this discussion, we'll explore four key challenges associated with using writing tools like ChatGPT, shedding light on the complexities involved in leveraging AI for writing task"

The prompt above indicates that the participant was unfamiliar with the writing topic and attempted to explore and deepen their understanding. This reflects engagement with new insights, perspectives, and topics, as the participant actively sought out information and alternative viewpoints. Furthermore, the essay excerpt demonstrates that the participant did not merely describe ChatGPT in general, but also explored the challenges of its use, including technical and ethical aspects. This further illustrates the participant's deep engagement with the writing topic.

Another key item of this component is Helps get out of from comfort zone in writing, which is supported by an interview with one of the participants.

Interview Data Student 6:

> "Okay, here ChatGPT helps me to get out of my comfort zone in writing, by the way, ChatGPT suggest a different writing style than what I usually use." **(S6-CU-E-3)**

Based on the results of the interview with Student 6, the researcher found that ChatGPT 3.5 helped participants get out of their comfort zone

in writing by helping participants to try to write using a different language style than what participants usually use.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 6:

> "I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 6:

> "Joseph Weizenbaum's groundbreaking computer software ELIZA, which was developed in the 1960s, is where our story starts."

The prompt indicates that the participant was actively seeking to understand a writing topic that was unfamiliar, reflecting an exploration of new information and perspectives. In this context, the use of ChatGPT 3.5 played a significant role in encouraging the participant to step out of their comfort zone by engaging with previously unknown topics. Furthermore, the excerpt discussing the development of AI from ELIZA to modern NLP technologies suggests that the participant explored not only basic information but also the historical and conceptual aspects of AI. This demonstrates an active engagement in the pursuit of deeper knowledge related to the writing topic.

Table 4.2. Openness to Experience Finding

N0	Aspect	Components	Item
1.	Curiosity in Writing	Openness to Experience	1. Help experiment with new writing styles 2. Help find unthinkable ideas or perspectives 3. Encourage openness with different perspectives

Based on these findings, ChatGPT 3.5 plays a significant role in fostering students' curiosity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the openness to experience component of curiosity. One key Item of this component is Help experiment with new writing styles, which is supported by an interview with one of the participants.

Interview Data Student 6:

"I once experimented with different writing styles using ChatGPT 3.5. It was an enjoyable experience because I had the opportunity to try out various styles that I had never explored before." **(S6-CU-OE-1)**

Based on the results of the interview with student 6, the researcher found that participants had tried to write in a writing style that was different from the one that participants usually use with the help of ChatGPT 3.5.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 6:

"Make this essay more natural"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 6:

> "Joseph Weizenbaum's groundbreaking computer software ELIZA, which was developed in the 1960s, is where our story starts", "Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content." & "However, the use of AI technology in the digital content industry also creates new challenges, particularly related to content censorship and cipta."

The prompt above demonstrates the participant's effort to adapt the writing style generated by ChatGPT 3.5 into a tone that feels more natural and aligned with their personal writing preferences. ChatGPT 3.5 responded by shifting the tone from a formal and rigid essay format to a more casual and conversational style. This interaction reflects the participant's engagement in experimenting with different writing styles. In addition, the essay excerpts demonstrate the use of different writing styles tailored to the context of the topic, indicating an exploration of diverse language styles and viewpoints.

Another key item of this component is help find unthinkable ideas or perspectives, which is supported by an interview with one of the participants.

Interview Data Student 3:

> "ChatGPT 3.5 once gave me ideas and perspectives that were completely different. Usually, when we're given a research topic by a lecturer, we tend to think in a very conventional way. For example, if the topic is speaking, we typically focus on common problems in speaking or why people aren't confident using a second language. But when we ask ChatGPT for more information, it shows us that there's still a lot we can explore within that topic. For instance, pronunciation could be a focus of research. Even though measuring pronunciation accurately requires great precision, we could use additional tools to

> evaluate how words are pronounced correctly. That way, we can help assess and improve someone's pronunciation." **(S3-CU-OE-2)**

Based on the results of the interview with student 3, researchers found that by using ChatGPT 3.5, participants can get ideas or points of view that were previously unthinkable.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 3:**
>
> "Give some previous study and article about it and put in that essay"

The prompt above is also supported by the following essay excerpts.

> **Essay Data Student 3:**
>
> "The evolution of AI writing tools has sparked interdisciplinary collaboration between technologists, linguists, psychologists, and ethicists, who are working to address the complex implications of these technologies."

The prompt above demonstrates the participant's openness to integrating new and previously unthinkable perspectives into their writing to enhance the depth and validity of their content. The essay excerpts further show that the participant draws from various disciplines, such as psychology, linguistics, and ethics, indicating a willingness to write beyond their area of expertise. in this case, participant actively explores diverse perspectives in developing their ideas.

Another key item of this component is encourage openness with different perspectives, which is supported by an interview with one of the participants.

Interview Data Student 5:

> "For example, when it comes to perspectives found in journals, ChatGPT is often described as just a regular assistant technology used for various purposes, and so on. But when Lova asked ChatGPT for explanations, it provided many perspectives, both the positives and the negatives, about what kind of technology it is and how it actually works, in various ways." **(S5-CU-OE-3)**

Based on an interview with student 5, researchers found that ChatGPT 3.5 really helps participants see a topic from a variety of different perspectives.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 5:

> "Can you give an overview of the introduction, body and conclusion?"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 5:

> "Dhewanto & Anggadwita (cited in Mukrodin & Mega Sasmita, 2021) state that information technology consists of two words that have different meanings. The word technology comes from two words, namely techno which means art, and logia (logos) which means science or theory. Meanwhile, the word information comes from an old French word in the year 1387, namely informacion which is taken from Latin infomationem which means outline."

The prompt above is a follow-up to the previous prompt that reflects the participants' openness to various ideas, theories, and perspectives from various experts. In addition, the essay excerpt shows the participants' efforts to explore various definitions and origins of the term 'technology' and relate it to a broader context. This reflects the participants' courage to experiment with various perspectives and integrate them into their writing.

Table 4.3. Investigate Interest Finding

N0	Aspect	Components	Item
1.	Curiosity in Writing	Investigate Interest	1. Encourage to be more critical in writing 2. Help find valid additional sources

Based on these findings, ChatGPT 3.5 plays a significant role in fostering students' curiosity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the investigate Interest component of curiosity. One key Item of this component is encourage to be more critical in writing, which is supported by an interview with one of the participants.

> **Interview Data Student 4:**
>
> "Umm, yes, ChatGPT 3.5 made me much more critical in writing. It really helped me ensure or clarify whether the information or ideas used in the essay were truly valid or not." **(S4-CU-II-1)**

Based on the results of the interview with student 4, the researcher found that ChatGPT 3.5 can facilitate participants to be more critical in writing, by helping to verify the accuracy of sources.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 4:

> "Provide sources or references that support the information in this essay!"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 4:

> "Education Tech. (2022), Johnson, R. (2021), Miller, L. (2023)."

The prompt above demonstrates the participant's effort to verify the sources or references used in the essay generated by ChatGPT 3.5. It reflects how ChatGPT 3.5 contributes to fostering critical and analytical thinking toward the information presented. The tool also responds by providing relevant source links. Additionally, the essay excerpt shows that the participant draws on multiple sources to support their arguments, indicating an investigative approach and a tendency to critically evaluate and strengthen ideas using verified data and theories.

Another key item of this component is help find valid additional sources, which is supported by an interview with one of the participants.

Interview Data Student 1:

> "Yes, ChatGPT 3.5 can find additional sources for writing when using the search the web feature. So, to make sure the information is accurate, there's usually a link. If ChatGPT provides an expert opinion, we click the link. If the link is error, that means the information is not accurate." **(S1-CU-II-2)**

Based on the results of the interview with student 1, researchers found that through the “Search the Web” feature on ChatGPT 3.5, participants can find additional sources for writing purposes. To ensure the accuracy of the information provided, participants usually verify through the source link provided by ChatGPT 3.5.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 1:

“ChatGPT please include links to the theories used”

The prompt above is also supported by the following essay excerpts.

Essay Data Student 1:

“Agnes (2023), Tseng and Warschauer (2023), Godwin-Jones (2022)”

The prompt above indicates the participant's effort to verify the information presented in the introduction of the essay generated from a previous prompt. Additionally, the essay excerpt shows that the participant utilized various valid sources in their writing. This reflects an investigative process aimed at strengthening arguments with validated data and theories.

Table 4.4. Joy in Learning Finding

N0	Aspect	Components	Item
1.	Curiosity in Writing	Joy in Learning	1. Cultivate pleasure in writing 2. Encourage motivation to improve writing

Based on these findings, ChatGPT 3.5 plays a significant role in fostering students' curiosity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the joy in learning component of curiosity. One key Item of this component is Cultivate pleasure in writing, which is supported by an interview with one of the participants.

> **Interview Data Student 2:**
>
> "In my opinion, it definitely makes writing more enjoyable, because we have an initial foundation to build ideas that will be expressed in the writing. So, for me, it feels more enjoyable" **(S2-CU-JL-1)**

The results of the interview with student 2 showed that participants considered writing with the help of ChatGPT to be a pleasant experience, as ChatGPT was able to provide a starting basis for developing writing ideas.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Interview Data Student 2:**
>
> "Give me the introduction, main discussion to conclusion related to the discussion of AI Defining Tools and Impact It Self also include relevant theories and references in it"

The prompt above demonstrates the participant's enthusiasm and motivation in writing with the help of ChatGPT 3.5. The use of clear and detailed prompts demonstrates active engagement in producing a comprehensive and informative essay.

Another key item of this component is Encourage motivation to improve writing, which is supported by an interview with one of the participants.

> **Interview Data Student 6:**
>
> "After using ChatGPT 3.5, I felt more motivated to improve my writing, as the suggestions and feedback provided by ChatGPT were very helpful in analyzing the parts of my writing that needed improvement." **(S6-CU-JL-2)**

Based on the results of the interview with student 6, the researchers found that the instant feedback from ChatGPT 3.5 encouraged participants to continue to improve their writing, by helping to identify flaws in their writing.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Interview Data Student 6:**
>
> "I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic"

This prompt above reflects the participant's high level of enthusiasm and motivation in using ChatGPT 3.5 for writing. It indicates a positive emotional engagement in the writing process. Moreover, the prompt demonstrates that the participants actively structured their writing, defined the topic focus, and explored ideas in a purposeful manner. The use of clear and focused language suggests that the participant was not merely seeking answers, but was also developing critical thinking and reflective writing skills.

Table 4.5. Persistence Finding

N0	Aspect	Components	Item
1.	Curiosity in Writing	Persistence	1. Helps overcome writer's block 2. Encourage to improve writing 3. Build long-term writing habits

Based on these findings, ChatGPT 3.5 plays a significant role in fostering students' curiosity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the persistence component of curiosity. One key Item of this component is helps overcome writer's block, which is supported by an interview with one of the participants.

> **Interview Data Student 5:**
>
> "Yesterday, Lova was working on the background section. She had already written some parts but got stuck and didn't know what else to explain. So, she asked ChatGPT to continue and provide more detailed suggestions on what to elaborate." **(S5-CU-P-1)**

Based on the results of the interview with student 5, researchers found that ChatGPT 3.5 helped participants overcome writer's block by providing suggestions for the development of writing ideas.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 5:**
>
> "Is the body of this essay appropriate or does it need to be supplemented with other information?"

The Prompt above reflects the participant's effort to improve their writing and achieve the best possible outcome. It highlights the participant's strategic approach to overcoming writer's block. By actively seeking feedback and asking for ideas to further develop the essay's structure and content, the participant uses AI not just as a revision tool, but as a catalyst for breaking through creative stagnation and continuing the writing process productively.

Another key item of this component is encourage to improve writing, which is supported by an interview with one of the participants.

> **Interview Data Student 4:**
>
> "Yes, absolutely. ChatGPT has really encouraged me to improve my writing. As a student who is still learning how to write better essays, I find that ChatGPT motivates me to refine my work and expand my ideas." **(S4-CU-P-2)**

Based on the results of the interview with student 4, researchers found that ChatGPT 3.5 encourages participants to continue to revise their writing.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Interview Data Student 4:**
>
> "Rewrite this paragraph to be longer and more in-depth" & "Paraphrase this essay to sound more natural and less stiff like AI"

Prompts above demonstrates that the participant is involved in revision to enhance the essay's depth and informativeness. Additionally, the participant is addressing issues related to language style, aiming to produce

writing that is more natural, accessible, and aligned with effective communication standards. This reflects a deliberate effort to improve both the content and the clarity of the essay.

Another key item of this component is Build long-term writing habits, which is supported by an interview with one of the participants.

> **Interview Data Student 1:**
>
> "Yes, ChatGPT 3.5 helps me build a long-term writing habit because it really supports me in finding ideas and exploring more topics. So, I don't just use ChatGPT 3.5 for generating ideas, but also for things like writing opening paragraphs." **(S1-CU-P-3)**

Based on the results of the interview with student 1, researchers found that ChatGPT plays a role in building writing habits in participants, by helping in finding ideas and exploring various topics that encourage participants to continue writing.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 1:**
>
> "Make the paragraph coherence with each other", "paraphrase this essay, make this essay look more natural as if" & "Add more theories and extend and complete the discussion section"

Prompts above demonstrates the participant's persistence in the essay-writing process. They demonstrate an active effort to revise and enhance the quality of the writing in terms of content, structure, and language style. Moreover, participants indicate the participant's emerging development of positive writing habits. Through repeated revision and

active engagement in improving their work, the participant displays a consistent writing routine and an essential foundation for cultivating productive and reflective writing practices.

Table 4.6. ChatGPT 3.5 as Curiosity Facilitator Finding

N0	Aspect	Components	Item
1.	Curiosity in Writing	Chat GPT 3.5 as a Curiosity Facilitator	1. Instant feedback influence curiosity 2. Give more questions

Based on these findings, ChatGPT 3.5 plays a significant role in fostering students' curiosity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the Chat GPT 3.5 as a Curiosity Facilitator component of curiosity. One key Item of this component is Instant feedback influence curiosity, which is supported by an interview with one of the participants.

> **Interview Data Student 4:**
>
> "The quick responses from ChatGPT really influenced my curiosity. I started wondering, how can ChatGPT provide sources or ideas that fast? It had a strong impact on my writing. When my curiosity increases, my ideas tend to grow too. For example, when I get stuck on a topic and then give a command to ChatGPT, it quickly gives a response, and from that, new ideas start to emerge again." **(S4-CU-CCF-1)**

Based on the results of an interview with student 4, researchers found that ChatGPT 3.5's instant response was able to trigger participant's curiosity, which then had a positive impact on the writing process.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 4:

> "Explain the meaning of the word/phrase proofreading in the context of this essay"

The prompt above demonstrates the participant's deeper engagement with the responses generated by ChatGPT 3.5. It shows that the AI's quick and easily accessible feedback can spark curiosity, encouraging the participant to explore specific terms or concepts more thoroughly. Thus, it illustrates how the speed of AI responses can influence the growth of users' curiosity.

Another key item of this component is Give more questions, which is supported by an interview with one of the participants.

Interview Data Student 1:

> "Yes, I often ask more questions after using ChatGPT 3.5, because sometimes the answers it gives make me feel curious." **(S1-CU-CCF-2)**

Based on the results of the interview with student 1, the researcher found that instant responses from ChatGPT can foster participants' curiosity, by encouraging participants to ask follow-up questions that trigger further exploration.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 1:

> "What is transformative writing?" & "Is there any other information I could possibly include in my essay?"

Prompts above demonstrates the participant's effort to explore the topic of writing more deeply. In addition to focusing on content

development, the participant also seeks to understand key concepts and investigate additional information that could enrich their essay. This reflects an intellectual drive to broaden their knowledge and improve the quality of their writing through continuous exploration.

2. The Role of ChatGPT 3.5 in Supporting Students' Creativity in Writing

This section highlights the role of ChatGPT 3.5 in supporting students' creativity of English Education students at IAIN Curup in writing. Through semi-structured interviews and document analysis, the researcher identified and clarified how ChatGPT 3.5 contributes to support of various components of creativity. The findings, based on the collected data, are comprehensively summarized in the tables below.

Table 4.7. Originality Finding

N0	Aspect	Components	Item
1.	Creativity in Writing	Originality	1. Helps to discover new ideas, theories and perspectives 2. Help discover unique and unexpected ideas 3. Supports the use of creative language

Based on these findings, ChatGPT 3.5 plays a significant role in supporting students' creativity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the Originality component of creativity. One key Item of this component helps to discover new ideas, which is supported by an interview with one of the participants.

Interview Data Student 6:

> "ChatGPT here helped me come up with creative ideas. So, ChatGPT assisted by giving me suggestions where it combined several concept ideas into a more interesting one. Like the other day, for example, it combined the idea of using AI in the classroom with issues of creativity or learning ethics. **(S6-CU-E-1)**

Based on the results of the interview with student 6, the researcher found that ChatGPT 3.5 plays a role in helping participants find creative ideas through suggestions for combining several concepts to create more interesting writing ideas.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 6:

> "I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 6:

> "A Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content. A computational collaborator could combine human and machine intelligence in ways that enhance, rather than diminish, human creativity"

The prompt above demonstrates the participant's effort to explore information related to the writing topic. ChatGPT 3.5 responded by providing an essay outline containing various interesting ideas relevant to the subject. Furthermore, the excerpt indicates that the participant explored

fresh ideas and adopted a creative approach by combining concepts of collaboration between humans and artificial intelligence (AI). These findings reflect the participant's creative thinking in designing an original and innovative piece of writing through the synthesis of ideas concerning the roles of humans and AI.

Another key item of this component is help discover unique and unexpected ideas, which is supported by an interview with one of the participants.

> **Interview Data Student 2:**
>
> "One example is about the use of AI, specifically in a writing task we did recently. In that writing, it was explained how AI can support the writing process. At first, I thought AI's role in writing was limited to providing the latest information. However, I realized it goes further—such as helping us discover new vocabulary. The unique vocabulary offered by ChatGPT even has its own distinctive style. I found that I could use and adapt those expressions when, at some point, I need to write something similar. The ideas and vocabulary from ChatGPT 3.5 became a valuable reference for me." **(S2-CU-E-2)**

The results of the interview with student 2 show that ChatGPT plays a role in helping participants find unique and unexpected points of view.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 2:**
>
> "Give me the introduction, main discussion to conclusion related to the discussion of AI Defining Tools and Impact It Self also include relevant theories and references in it"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 2:

> "Artificial Intelligence in Education (AIEd) revolutionizes higher guidance and personalizes imitation joys to enable followers to have conversations and intentions that are diverse."

The prompt "Also include relevant theories and references in it" indicates that the participant aimed to integrate multiple perspectives to construct a richer and more in-depth essay. This request reflects the participant's intention to combine personal insights with theories and references from experts. ChatGPT 3.5 responded by generating an essay that was not only informative but also presented diverse, unique and unconventional viewpoints. This is further evident in the use of creative language and unexpected perspectives in the essay, as seen in phrases such as "personalizes imitation joys" and "followers to have conversations and intentions that are diverse." In this context, the participant portrayed the role of AI in education in a unique way, not merely as a technical tool, but as a medium capable of creating more personal and varied learning experiences.

Another key item of this component is Supports the use of creative language, which is supported by an interview with one of the participants.

Interview Data Student 3:

> "Yes, when using ChatGPT 3.5, we can ask it to generate creative language and include idioms that we can use in our writing. ChatGPT sometimes even knows the right places to insert idioms that we normally wouldn't think to use." **(S3-CU-E-3)**

Based on the results of the interview with student 3, researchers found that ChatGPT 3.5 can support participants in applying creative language while providing input related to the right placement or context to use it in writing.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 3:

> "I want you to elaborate on the paragraph", "Make it coherence for each paragraph", and "Humanized it"

The prompt above is also supported by the following essay excerpts.

Essay Data Student 3:

> "The emergence of AI writing tools heralds a new era in content creation, characterized by unprecedented efficiency, creativity, and accessibility. While these tools offer tremendous potential for enhancing productivity and fostering innovation, they also present ethical, legal, and societal challenges that must be navigated thoughtfully."

Prompts above demonstrates the participant's effort to produce writing that is more engaging and original. Through the prompts provided, ChatGPT 3.5 responded by revising the text, rephrasing it using different diction without changing its meaning, and elaborating and integrating relevant ideas. This process resulted in an essay with a broad, coherent, and well-structured flow, reflecting a sense of originality. Moreover, the excerpt demonstrates the use of creative language within the essay, as seen in phrases like "heralds a new era" and "unprecedented," which reflect

expressive and imaginative word choices that enhance the essay's appeal and depth.

Table 4.8. Fluency Finding

N0	Aspect	Components	Item
1.	Creativity in Writing	Fluency	1. Make it easy to find new ideas 2. Helps generate ideas in a short period of time

Based on these findings, ChatGPT 3.5 plays a significant role in supporting students' creativity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the fluency component of creativity. One key Item of this component Make it easy to find new ideas, which is supported by an interview with one of the participants.

> **Interview Data Student 5:**
>
> "Yes, for example, if I want to learn about ChatGPT, at first, I might just look for the basic idea, like what ChatGPT actually is. But then I also want to know what its impacts are and what types or versions of ChatGPT exist." **(S5-CR-F-1)**

Based on the results of an interview with student 5, researchers found that the use of ChatGPT 3.5 can make it easier for participants to find new ideas.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 5:**
>
> "Hi GPT, I want to write an essay about "What is ChatGPT, please explain about it according to experts"

The prompt above demonstrates how the participant utilized ChatGPT 3.5 to initiate the writing process more efficiently. The request reflects the ease of brainstorming, as ChatGPT 3.5 is able to quickly provide a variety of expert perspectives that serve as a foundation for idea development. In addition, ChatGPT 3.5 responds by offering multiple expert viewpoints on the given topic, along with a range of potential angles and ideas that the participant can explore further in their writing.

Another key item of this component is help generate ideas in a short period of time, which is supported by an interview with one of the participants.

> **Interview Data Student 6:**
>
> "Of course, yes. Like I mentioned earlier, with the help of ChatGPT, you just need to give a command. You can even specify how many ideas you want. For example, Give me 10 writing ideas about the use of AI in education!" (S6-CR-F-2)

Based on the results of the interview with student 6, researchers found that ChatGPT 3.5 helps participants in generating various writing ideas. By determining the number of ideas desired, participants can obtain various ideas according to the number requested.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Interview Data Student 6:**
>
> "I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic"

The prompt above demonstrates the participant's effort to explore a complex topic with the assistance of ChatGPT 3.5. In response, ChatGPT 3.5 provided a structured essay outline that included a wide range of writing ideas, from historical context and current applications to the future potential of AI in digital content creation. This response highlights the tool's effectiveness in facilitating rapid and organized idea generation. Furthermore, the prompt illustrates how the participant was able to access multiple perspectives and subtopics in a short amount of time. This indicates that ChatGPT 3.5 enables users to generate numerous relevant and systematically organized ideas, making it particularly valuable in the early stages of academic writing.

Table 4.9. Flexibility Finding

N0	Aspect	Components	Item
1.	Creativity in Writing	Flexibility	1. Help with writing with various writing formats 2. Help transition between writing styles and connect them

Based on these findings, ChatGPT 3.5 plays a significant role in supporting students' creativity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the flexibility component of creativity. One key Item of this component Help with writing with various writing formats, which is supported by an interview with one of the participants.

Interview Data Student 2:

> "Of course, I've tried writing essays, stories, and even poems. I usually write essays for school assignments. For stories, I've done some creative writing, though I don't think I've written any full stories yet. But I have written poems. I once asked AI to create a poem about mothers, because at that time I had an assignment to write a poem dedicated to mothers**." (S2-CR-FX-1)**

The results of the interview with student 2 showed that the participants, with the help of ChatGPT, were able to write in a variety of writing formats.

Another key item of this component is help generate ideas in a short period of time, which is supported by an interview with one of the participants.

Interview Data Student 6:

> "Here, ChatGPT helps me switch between writing styles by showing how the same topic can be written in different ways. For example, how it can be expressed in a formal, casual, or narrative style. **(S6-CR-FX-2)**

Based on the results of an interview with student 6, researchers found that ChatGPT 3.5 facilitates participants in switching between writing styles by showing how to present a topic in a variety of different language styles.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 6:

"Make this essay more natural"

The chat history above is also supported by the following essay excerpts.

> **Essay Data Student 6:**
>
> "Joseph Weizenbaum's groundbreaking computer software ELIZA, which was developed in the 1960s, is where our story starts", "Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content." & "However, the use of AI technology in the digital content industry also creates new challenges, particularly related to content censorship and cipta."

The prompt above demonstrates the participant's effort to adapt the writing style generated by ChatGPT 3.5 into a tone that feels more natural and aligned with their personal writing preferences. ChatGPT 3.5 responded by shifting the tone from a formal and rigid essay format to a more casual and conversational style. This interaction reflects the participant's engagement in experimenting with different writing styles. In addition, the essay excerpts demonstrate the use of different writing styles tailored to the context of the topic, indicating an exploration of diverse language styles and viewpoints.

Table 4.10. Elaboration Finding

N0	Aspect	Components	Item
1.	Creativity in Writing	Elaboration	1. Help develop initial ideas into structured and complete writing 2. Helps enrich the writing with additional details and information 3. Helps strengthen arguments

Based on these findings, ChatGPT 3.5 plays a significant role in supporting students' creativity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the elaboration component of creativity. One key Item of this component Help with writing with various writing formats, which is supported by an interview with one of the participants.

Interview Data Student 2:

> "Okay, of course ChatGPT helps me develop my initial ideas. I see ChatGPT as a foundation or starting point that I use to build my writing. For example, if I'm looking for information about the factors that cause children to be unmotivated to study, ChatGPT might provide four factors. But not all of those are explained in detail due to word limits and other constraints. From there, I take in the information provided, then elaborate on it using my own ideas and writing style. So, in my opinion, ChatGPT is quite helpful in expanding my initial ideas into a more complete piece of writing." **(S2-CR-EB-1)**

The results of the interview with student 2 show that ChatGPT helps participants develop initial ideas into more complete writing. For participants, ChatGPT serves as an initial foundation in the writing development process.

Chat History Data Student 2:

"Make it completer and more detailed"

The prompt above is also supported by the following essay excerpts.

> "Bias in AI algorithms, due to unbalanced training data or poor design decisions, can exacerbate existing inequalities and weaken society's trust in the technology. To mitigate these risks and encourage ethical AI innovation, it is important to maintain fairness, openness, and accountability during AI development

> and deployment. Moreover, in an increasingly connected world where AI-based devices collect and analyze large amounts of sensitive data, protecting privacy and security is critical."

This prompt reflects the participant's effort to enhance their essay by incorporating more complete and detailed content. ChatGPT 3.5 responds by offering additional ideas and elaborating on existing ones, enriching the overall structure and depth of the essay. This highlights ChatGPT's role as an effective tool in the idea developments process, enabling participants to expand their initial writing concepts quickly and efficiently. Furthermore, the excerpt shows that by using ChatGPT 3.5 participants were able to articulate ideas systematically, not only expressing opinions but also explaining the underlying causes and proposing potential solutions. This indicates the elaboration of well-developed and structured ideas.

Another key item of this component is Helps enrich the writing with additional details and information, which is supported by an interview with one of the participants.

> **Interview Data Student 3:**
>
> "The format from ChatGPT doesn't come as a separate suggestion, instead, it is directly embedded within the writing itself." **(S3-CR-EB-2)**

Based on the results of the interview with student 3, the researcher found that ChatGPT does not provide suggestions to enrich the writing, but directly adds additional details or information to the writing.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 3:

"I want you to elaborate on the paragraph"

The Prompt above is also supported by the following essay excerpts.

Essay Data Student 3:

> "Moreover, the ethical implications of AI-generated content extend beyond intellectual property considerations. Issues of bias, fairness, and representation arise when AI writing tools inadvertently perpetuate stereotypes or marginalize certain voices. Addressing these ethical challenges requires a multifaceted approach that involves interdisciplinary collaboration, public discourse, and industry standards development."

The prompt above demonstrates the participant's active effort to deepen and expand the essay previously composed. ChatGPT 3.5 responds by providing more detailed explanations into the essay for each discussion point and enriching the essay with additional context and relevant examples. This response not only enhances the overall quality of the writing but also demonstrates how the use of ChatGPT 3.5 supports participants in developing ideas in a more in-depth and structured manner. The excerpt also indicates that the participant is capable of articulating ideas clearly and thoroughly, reflecting a more mature process of idea elaboration with the help of ChatGPT 3.5.

Another key item of this component is Helps strengthen arguments, which is supported by an interview with one of the participants.

> **Interview Data Student 1:**
>
> "Yes, there is. So, ChatGPT 3.5 provides expert arguments, and it also includes the sources. But if the source isn't accurate, then I just don't include it." **(S1-CR-EB-3)**

Based on the results of interviews with student 1, researchers found that the use of ChatGPT helped participants in strengthening arguments in their writing. ChatGPT provides a variety of arguments from experts that fit the topic of the article complete with links to the source.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

> **Chat History Data Student 1:**
>
> "Add more theories and extend and complete the discussion section"

The chat history above is also supported by the following essay excerpts.

> **Essay Data Student 1:**
>
> "AI writing tools have also shown significant promise in supporting students with learning disabilities, as explored by Lin et al. (2021). These tools provide personalized assistance, helping students overcome challenges in writing and improving their overall academic performance. The adaptive nature of AI allows for tailored feedback and support, making these tools invaluable in inclusive education settings."

The prompt above demonstrates participant's effort to enhance their essay by adding more comprehensive and detailed content to strengthen the arguments presented. In response to the prompt, ChatGPT 3.5 provided

additional details, supporting information, and relevant theories to reinforce and elaborate on each point in the essay. Moreover, the excerpt illustrates that the participant actively strengthens their initial ideas by incorporating arguments, evidence, and credible references.

Table 4.11. ChatGPT 3.5 as Creativity Supporter Finding

N0	Aspect	Components	Item
1.	Creativity in Writing	ChatGPT 3.5 as Creativity Supporter	1. Helps overcome writer's block 2. Help restore creativity by providing ideas and inspiration

Based on these findings, ChatGPT 3.5 plays a significant role in supporting students' creativity in writing. The researcher identified and clarified that ChatGPT 3.5 supports and encourages the ChatGPT 3.5 as Creativity Supporter component of creativity. One key Item of this component helps overcome writer's block, which is supported by an interview with one of the participants.

> **Interview Data Student 4:**
>
> "Yes, like I mentioned earlier, ChatGPT really helps me a lot in overcoming writer's block. When I run out of ideas or get stuck in a paragraph and have no more ideas to write about a certain topic, I usually give a command to ChatGPT asking it to provide me with some information about it. That's what I usually do." **(S4-CR-CCS-2)**

Based on the results of interviews with student 4, researchers found that ChatGPT 3.5 plays a role in overcoming writer's block in participants by providing information and ideas to support the writing process.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 4:

> "What are the important aspects that need to be discussed in an essay on "How to write a good essay!"

The prompt above demonstrates that the participant experienced limited understanding and a lack of information regarding the chosen writing topic. Through this prompt, the participant sought inspiration and initial information to support the writing process. ChatGPT 3.5 responded by providing an essay outline that served not only as a structural guide but also as a source of inspiration for further idea development.

Another key item of this component is help restore creativity by providing ideas and inspiration, which is supported by an interview with one of the participants.

Interview Data Student 1:

> "Yes, ChatGPT 3.5 has been very helpful for Abdul in regaining his creativity whenever he feels out of ideas. Since ChatGPT 3.5 can provide instant feedback, Abdul can ask it to give more ideas to continue his writing. It also serves as a source of inspiration for him." **(S1-CR-CCS-2)**

The results of the interview with Abdul revealed that instant feedback from ChatGPT plays a role in helping participants recover creativity when experiencing an idea stalemate, by providing various new ideas and inspiration for writing.

The results of the interview above are supported by the results of the analysis document in the form of chat history as follows.

Chat History Data Student 1:

> "ChatGPT, I want to write an essay about History and Definition of AI Writing tools, give me information that can help me write an essay on this topic"

Based on the given prompt, ChatGPT 3.5 provides a variety of relevant information and ideas related to the writing topic, thereby inspiring the participant to initiate the writing process. Its fast and contextual responses serve as a catalyst for idea development, help overcome writer's block, and support the restoration of the participant's creativity during the early stages of academic writing.

Based on the data obtained through interviews and document analysis, the findings of this study indicate that ChatGPT 3.5 plays an important role in fostering curiosity and supporting students' creativity in writing. ChatGPT 3.5 encourages various components of curiosity such as exploration, openness to experience, investigative interest, joy in learning, and persistence. On the other hand, ChatGPT 3.5 supports students' creativity by helping them generate original ideas, write more fluently, adapt to various writing styles, and elaborate ideas in a more structured way. However, each participant experienced the role of ChatGPT 3.5 differently, not all of them felt all of its functions completely. Each showed a diverse and unique pattern of use. To ensure the validity of the findings, the researcher triangulated data through interview results, conversation history, and essay documents. Therefore, the role of ChatGPT 3.5

in the student writing process is not understood as something uniform and comprehensive, but rather as an individual and contextual experience.

B. Discussion

In the context of technology-based learning, the presence of ChatGPT 3.5 as a form of application of generative artificial intelligence opens up new opportunities in the development of academic literacy. Adamopoulou and Moussiades mentioned that chatbots such as ChatGPT are designed to mimic human conversations with the aim of improving interaction and efficiency in education.[69] This is supported by Guzmán and Pathania, who state that chatbots have the potential to function as virtual tutors that provide instant feedback, answer questions, and adjust responses according to learners' needs.

In this study, the findings show that students do not use ChatGPT 3.5 solely as a technical tool, but as a thinking partner that facilitates the process of exploring ideas, strengthening arguments, and breaking the deadlock when writing. This is in line with the results of the study of Fiialka et al., which emphasized that ChatGPT can be used effectively in creative writing when users actively interact, modify AI suggestions, and develop ideas independently.[70]

Furthermore, this study shows that students' interaction with ChatGPT gives rise to reflective thinking activities and the urge to dig for information

[69] E. Adamopoulou and L. Moussiades, *"Chatbots: History, Technology, and Applications,"* Machine Learning with Applications 2 (2020): 100006.

[70] Svitlana Fiialka, Zoia Kornieva, and Tamara Honcharuk, *"The Use of ChatGPT in Creative Writing Assistance,"* Xlinguae 17, no. 1 (2024): 146–158.

more broadly, which is an indicator of curiosity. According to Peterson and Seligman, curiosity is not just passive interest, but includes exploration, openness to new experiences, investigation, pleasure in learning and perseverance in understanding things in depth.[71] These findings are also supported by a study by Smith, Johnson, & Brown which found that curiosity plays an important role in the writing process, especially in building deep intellectual engagement with the topic of writing.[72]

On the other hand, students' creativity in writing has also increased after using ChatGPT, especially in terms of originality, fluency of ideas, stylistic flexibility, and argument elaboration. This is in line with the view of Runco and Chand who stated that a learning environment that supports exploration and provides space for revision can encourage the emergence of creativity in writing.[73] In addition, the research of Glaveanu et al. which carries a sociocultural perspective also emphasizes that creativity is not a purely individual process, but is formed through the interaction between individuals and cultural tools, which in this case is AI technology.[74]

Taking these theories into account, this discussion will be divided into two main parts: (1) the role of ChatGPT 3.5 in fostering students' curiosity, and

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[71] Christopher Peterson and Martin E. P. Seligman*, "Character Strengths and Virtues: A Handbook and Classification"* (Oxford: Oxford University Press, 2004).

[72] Alice Smith, Brian Johnson, and Charles Brown, *"The Role of Curiosity in Writing: A Study of College Students,"* Journal of Writing Research 12, no. 2 (2020): 145–162.

[73] Mark A. Runco and I. Chand, *"Fostering Creativity through Writing: Insights from Educational Practices,"* Journal of Creative Education 18, no. 2 (2020): 135–150.

[74] Vlad Petre Glaveanu, Christophe de Saint Laurent, and Todd Lubart, *Sociocultural Perspectives on Creativity, Learning, and Technology* (Cham: Springer, 2019).

(2) ChatGPT's contribution in supporting students' creativity in essay writing. Each section will be critically examined, referring to previous theories and research and considering the empirical context of students' real interactions with ChatGPT in academic writing activities.

1. The Role of ChatGPT 3.5 in Fostering Students' Curiosity

Curiosity is a cognitive and affective drive that encourages individuals to explore new knowledge, question information, and understand things more deeply (Peterson & Seligman, 2004).[75] In the context of learning to write, curiosity is the initial trigger for students to start searching for ideas and expand their horizons on a particular topic. Based on the findings of this study, ChatGPT 3.5 has been shown to contribute significantly to fostering student curiosity through five main indicators: exploration, openness to experience, investigative interest, joy in learning, and perseverance.

a. Exploration

Based on the findings, this study reveals that ChatGPT 3.5 plays a role in fostering students' curiosity through its support for the exploration process in writing. This includes trying to gain new insights and perspectives, writing about unfamiliar topics, and pushing students out of their comfort zone in writing.

[75] Christopher Peterson and Martin E. P. Seligman, *Character Strengths and Virtues: A Handbook and Classification* (Oxford: Oxford University Press, 2004).

First, the study found that ChatGPT 3.5 helps students gain new insights and perspectives when exploring writing topics. This was shown by Student 1 who stated that ChatGPT 3.5 provides various perspectives on the impact of AI on writing and work ethics. This is reinforced by the prompt in the chat history of student 1, which results in an essay that discusses the history, technology, ethics, and impact of AI in education. These findings are in line with the findings of Wang, Feng, and Hannafin who show that technology-based learning environments are able to increase curiosity through opportunities for self-exploration and interactive learning.[76] Correspondingly, Hong and Sklar note that AI allows users to gain new perspectives that they may not have previously considered.[77] However, unlike previous studies that emphasized the role of technology as an information provider, this study found that direct interaction with ChatGPT 3.5 creates an active curiosity, such as when discussing with a partner that provokes students to continue exploring the topic.

Second, the study also revealed that ChatGPT 3.5 helps students write topics they haven't mastered before, which is a form of exploration. This was shown by Student 4 who admitted to using ChatGPT 3.5 to understand and explore the topic given by the lecturer

[76] Feng Wang and Michael J. Hannafin, *"Design-Based Research and Technology-Enhanced Learning Environments,"* Educational Technology Research and Development 53, no. 4 (2005): 5–23.
[77] J. Hong and E. Sklar, *"Creative AI: Supporting Creative Writing with Deep Learning Models,"* in Proceedings of the 11th International Conference on Computational Creativity, 2020, 80–87.

on "how to write a good and correct essay," even though he did not have a deep understanding of the topic before. This student uses the prompt to ask important aspects of the topic, then composes an essay that discusses the challenges of using AI tools in writing. These findings support Jia Jiyou's study which found that chatbots can recognize individual needs of students and tailor responses to facilitate understanding.[78] In addition, in line with Inderawati et al., who said that students feel more able to understand new topics thanks to the help of AI.[79] However, unlike those studies that focused on improving comprehension or performance, this study highlights the important role of students' intrinsic curiosity, where they feel compelled to explore further not just because of the task, but because of the interest sparked by interactions with AI.

Third, the study reveals that ChatGPT 3.5 pushes college students out of their comfort zone in writing, especially when it comes to trying out different writing styles or approaches. This was pointed out by Student 6 who said that ChatGPT 3.5 suggests a different writing style than the one it is used to. This can be seen in chat history and essay excerpts that raise the development of AI technology from ELIZA to

[78] Jia, Jiyou, *"The study of the application of a chatbot system for college English teaching"*. International Journal of Educational Technology in Higher Education 16. no. 1 (2020). 1-12.

[79] R. Inderawati et al., *"Promoting Students' Writing by Using Essay Writing GPT: A Mixed Method,"* in Advanced Applications of Generative AI and Natural Language Processing Models (Hershey, PA: IGI Global, 2024), 249–264.

modern NLP technology, showing a shift in narrative style and deeper exploration of topics. This is in line with the principle of the Zone of Proximal Development (Vygotsky), where external help facilitates the courage to try new things.[80] However, unlike previous findings that often discuss technology as a technical tool, this study found that the role of ChatGPT is more about sparking curiosity and exploratory encouragement, so that students are motivated to expand their knowledge and approach.

b. Openness to Experience

Based on these findings, this study reveals that ChatGPT 3.5 plays an important role in encouraging openness to experience in writing. This is demonstrated by the participants' involvement in experimenting with new writing styles, seeking previously unthinkable ideas, and receiving new perspectives through interaction with ChatGPT 3.5.

First, this study reveals that ChatGPT 3.5 helps experiment with new writing styles. This is shown by an interview with student 6, who stated that he enjoyed the process of trying out different writing styles that had never been explored before. His statement was reinforced by a request in chat history that showed his desire to make writing more natural. Her essay excerpts show the variety of language styles used according to the

[80] Lev S. Vygotsky, Mind in Society: *The Development of Higher Psychological Processes,* ed. Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman (Cambridge, MA: Harvard University Press, 1978).

context of the topic, reflecting an exploration of different writing styles and viewpoints. These findings are in line with research by Hong and Sklar that found that AI can expand users' creative horizons by inspiring them to try new approaches.[81] Additionally, this is in line with the findings of Grassini et al., who suggest that interaction with AI can spark creative exploration and innovation.[82] However, unlike previous studies that mostly emphasized creative output or product innovation, this study emphasizes the process of students' courage to try, including overcoming internal barriers such as self-doubt and fear of failure when trying new styles.

Second, this study reveals that ChatGPT 3.5 helps find unthinkable ideas or perspectives. This can be seen from the interview with Student 3. He said that ChatGPT 3.5 helped him see topics from a broader and unusual perspective, such as making the pronunciation aspect the focus of his research. This is supported by prompts in the form of data requests from articles and essay citations that demonstrate cross-disciplinary approaches such as psychology, linguistics, and ethics. This supports the findings of Marrone et al., who stated that AI is able to facilitate the emergence of non-linear cross-disciplinary ideas and expand the way

[81] J. Hong and E. Sklar, *"Creative AI: Supporting Creative Writing with Deep Learning Models,"* in Proceedings of the 11th International Conference on Computational Creativity, 2020, 80–87.

[82] Simone Grassini and Mika Koivisto, *"Artificial Creativity? Evaluating AI Against Human Performance in Creative Interpretation of Visual Stimuli,"* International Journal of Human-Computer Interaction (2024): 1–12.

users think.[83] In addition, it is also in line with Jia Jiyou's study, which shows that chatbots can bring up different points of view that may escape students' thinking.[84] However, unlike previous research that generally saw the emergence of new ideas as an automatic response from the system, this study emphasizes the importance of active interaction of students who consciously utilize ChatGPT to provoke out-of-the-ordinary thoughts.

Third, this study reveals that ChatGPT 3.5 encourages openness with different perspectives. This can be seen from an interview with student 5, who explained that ChatGPT 3.5 provides various perspectives on technology, both positive and negative. This is reinforced by the demand for essay structure and essay citations that demonstrate participants' openness in tracing the origins of terminology and relating it to a broader context. In line with this, Wang et al.'s study also shows that AI-based learning technology can present information from various sides, helping students develop critical and open thinking.[85] However, unlike the Wang et al. study that focused on the impact of multi-source information in general, this study found that participants' openness arose not only from the information received, but

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[83] Rebecca Marrone and Victoria Taddeo, *"Creativity and Artificial Intelligence—A Student Perspective,"* Journal of Intelligence 65 (2022).

[84] Jiyou Jia, *"The Study of the Application of a Web-Based Chatbot System for College English Teaching,"* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

[85] Feng Wang, Xiaoyan Feng, and Michael J. Hannafin, *"Scaffolding Students' Problem-Solving Processes with Computer-Based Tools,"* Educational Technology Research and Development (2020).

also from their awareness to integrate those different perspectives reflexively in their writing.

c. Investigate Interest

Based on the findings obtained, ChatGPT 3.5 plays a significant role in fostering students' curiosity, especially in the investigative interest component. This component reflects an urge to investigate, evaluate, and critically analyze information when writing.

First, this study reveals that ChatGPT 3.5 encourages to be more critical in writing. This can be seen from the statement of student 4, who said that ChatGPT 3.5 encourages participants to clarify and ensure the validity of the information used in the essay. This is in line with the findings of Wang et al., who stated that interactive learning technology can encourage students to not just passively receive information, but to actively question, clarify, and evaluate the information they use.[86] Additionally, in line with Marrone et al.'s research, interactions with AI spur users to double-check the validity of their ideas and arguments.[87] However, unlike previous studies that highlighted the role of teachers or instructors in facilitating critical thinking, this study found that the critical thinking impulse actually arises from students' independent interaction with ChatGPT, without direct instructor intervention.

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[86] Feng Wang and Michael J. Hannafin, *"Design-Based Research and Technology-Enhanced Learning Environments,"* Educational Technology Research and Development 53, no. 4 (2005): 5–23.

[87] Stephen R. Marrone et al., *"Artificial Intelligence and Critical Thinking in Higher Education,"* Journal of Educational Technology 14, no. 2 (2021): 45–59.

Second, this study also revealed that ChatGPT 3.5 help find valid additional. This can be seen from the results of the interview with student 1, which showed that participants used the "Search the Web" feature in ChatGPT 3.5 to verify information and find reliable references. These findings support Jia Jiyou's research, which shows that chatbots are able to help students find relevant and reliable references to support their academic assignments.[88] In addition, in line with Hong and Sklar's findings, features such as web search on AI play an important role in expanding users' access to quality information sources.[89] However, unlike previous studies that focused more on ease of access to information, this study emphasizes the selective role of students in selecting valid and contextual information, rather than just collecting as much data as possible.

d. Joy in Learning

The findings of the study show that ChatGPT 3.5 plays an important role in fostering joy in learning, which is the intrinsic pleasure and satisfaction felt by students during the writing process. One of the items of this component is cultivate pleasure in writing. This can be seen from the participants' statements that the use of ChatGPT 3.5 makes the writing process more enjoyable because they get the initial basis for

[88] Jiyou Jia*, "The Study of the Application of a Web-Based Chatbot System for College English Teaching,"* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

[89] J. Hong and E. Sklar, *"Creative AI: Supporting Creative Writing with Deep Learning Models,"* in Proceedings of the 11th International Conference on Computational Creativity, 2020, 80–87.

developing ideas. This enthusiasm is reflected in the way they provide clear and specific prompts, as well as their active involvement in putting together a complete writing structure. This is in line with the research of Wang et al., which states that the use of learning technology can increase students' emotional engagement, making learning activities more enjoyable.[90] In addition, these findings also support the study of Grassini et al., who found that interaction with AI-based technologies can trigger feelings of satisfaction and joy when completing creative tasks.[91] However, unlike previous studies that generally discussed the pleasure of learning in general, this study more specifically highlights the role of ChatGPT in facilitating the early phase of writing, which helps students overcome the impasse of ideas and create a sense of satisfaction from the early stages, not just at the end of the writing.

In addition, another item of this component is encourage motivation to improve writing. This can be seen from the participants' interviews who stated that suggestions and feedback from ChatGPT motivated them to continue improving their writing. This active engagement demonstrates an intrinsic drive to learn and grow through the writing process. These findings support Jia Jiyou's research, which found that

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[90] Wang, Feng, and Michael J. Hannafin, *"Design-based research and technology-enhanced learning environments."* Educational Technology Research and Development 53. no. 4 (2005): 5-23.

[91] Simone Grassini and Mika Koivisto*, "Artificial Creativity? Evaluating AI Against Human Performance in Creative Interpretation of Visual Stimuli,"* International Journal of Human-Computer Interaction (2024): 1–12.

chatbots can provide feedback that motivates students to make revisions and improvements.[92] Additionally, in line with Marrone et al., AI-based suggestions can amplify users' intrinsic drive to learn independently.[93] However, in contrast to previous studies that often emphasized the role of extrinsic motivation (e.g., grades or assessment), this study found that students' motivation stems more from intrinsic motivation, i.e. their personal desire to thrive through the experience of writing with the help of ChatGPT.

e. Persistence

The research findings show that ChatGPT 3.5 significantly supports the persistence component in students' curiosity in writing. Persistence in this context refers to the ability of individuals to keep trying despite facing difficulties in the learning process, including when experiencing an impasse of ideas, decreased motivation, or fatigue in writing. In this study, the role of ChatGPT 3.5 can be seen from several main items, namely its ability to help overcome writer's block, encourage revisions, and build long-term writing habits.

First, ChatGPT 3.5 helps students overcome writer's block. This is clearly illustrated in an interview with student 5 who stated that participants experienced impasse when writing the background, then

[92] Jiyou Jia, *"The Study of the Application of a Web-Based Chatbot System for College English Teaching,"* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

[93] Rebecca Marrone, Victoria Taddeo, and Gillian Hill*, "Creativity and Artificial Intelligence—A Student Perspective,"* Journal of Intelligence 65 (2022).

asked ChatGPT 3.5 for advice on developing the content of the writing. The participant's chat history also shows that he actively asked for additional evaluations and suggestions to develop the structure and content of his essay. This shows that ChatGPT is not only used as a passive tool, but as an idea spark that encourages the continuation of the creative process. These findings are in line with research by Marrone et al., which show that AI-based technologies can help users overcome creative barriers by providing a trigger for new ideas.[94] In addition, Grassini et al. also note that interactions with chatbots can serve as a catalyst that keeps the flow of creative thinking flowing.[95] However, unlike previous studies that have focused heavily on professional or creative contexts such as novel writing, this study more specifically shows the role of ChatGPT in the context of student academic writing, which often has strict structure and format limitations.

Second, ChatGPT 3.5 encourages students to continuously revise and improve their writing. Participant 4 stated that ChatGPT motivated him to refine and expand on ideas, which was also reflected in the request to rewrite paragraphs to be more in-depth and more natural. This indicates awareness and determination to improve the quality of writing,

[94] Rebecca Marrone, Victoria Taddeo, and Gillian Hill, *"Creativity and Artificial Intelligence—A Student Perspective,"* Journal of Intelligence 65 (2022).

[95] Simone Grassini and Mika Koivisto, *"Artificial Creativity? Evaluating AI Against Human Performance in Creative Interpretation of Visual Stimuli,"* International Journal of Human-Computer Interaction (2024): 1–12.

as well as showing that the use of ChatGPT 3.5 fosters a desire to produce better work. This supports the findings of Wang et al., who say that the use of interactive learning technology can motivate students to make continuous improvements to their work.[96] However, in contrast to previous studies that emphasized the role of teachers or evaluation systems in motivating revisions, the findings in this study suggest that revision impulses arise from direct feedback from AI, which students receive independently.

Third, ChatGPT 3.5 plays a role in shaping long-term writing habits. Student 1 said that he not only uses ChatGPT 3.5 to get ideas, but also to write and develop various parts of writing such as openers and discussions. These activities, accompanied by repeated revision requests and topic explorations, demonstrate consistency in writing and the gradual development of writing skills. Thus, ChatGPT 3.5 helps students form productive and reflective writing routines. These findings support the results of Jia Jiyou's research, which found that the use of chatbots can improve students' learning consistency through regular interactions.[97] However, unlike previous studies that often looked at aspects of learning routines in the context of practice or drilling, this

[96] Feng Wang, Xiaoyan Feng, and Michael J. Hannafin, *"Scaffolding Students' Problem-Solving Processes with Computer-Based Tools,"* Educational Technology Research and Development (2020).

[97] Jia, Jiyou, *"The Study of the Application of a Web-Based Chatbot System for College English Teaching,"* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

study highlights reflective routines, which are how students use ChatGPT repeatedly to evaluate, revise, and enrich their writing, rather than just for mechanical exercises.

f. ChatGPT 3.5 as Curiosity Facilitator

The findings of the study show that ChatGPT 3.5 has proven to play an important role in fostering students' curiosity in writing. In this context there are two items found. The first is ChatGPT's ability to provide instant feedback and prompt students to ask more follow-up questions.

First, ChatGPT 3.5's response speed is able to arouse students' curiosity. This can be seen from the results of an interview with Student 4, who stated that ChatGPT 3.5's response speed plays an important role in fostering participants' curiosity. Participants revealed that the ease of obtaining information instantly encourages further exploration and development of ideas in the writing process. The results of these interviews were reinforced by chat history that showed the participants' active engagement with the material and showed that the instant feedback from ChatGPT 3.5 encouraged them to explore certain terms in more depth. This suggests that the speed of AI response can spark deep curiosity, encouraging participants to understand concepts more broadly. This is in line with the findings of Marrone et al., who stated that quick access to information through chatbots can increase user

engagement in learning activities.[98] However, in contrast to Marrone et al.'s research that focuses more on general learning contexts, this study emphasizes the effects of AI response speed specifically in the context of academic writing, suggesting that instant responses not only facilitate access to information but also encourage broader and deeper exploration of ideas.

Second, ChatGPT 3.5 encourages the emergence of more questions, this can be seen from the results of the interview with student 1, who stated that the interaction with ChatGPT 3.5 not only answers the initial question, but also triggers participants to ask further questions. This continuous questioning process reflects an exploratory drive that is fostered through interaction with AI. These findings were also supported by conversation history data, which showed that participants had a desire to explore writing topics more deeply. Participants not only received initial answers from ChatGPT 3.5, but were also encouraged to ask more in-depth follow-up questions. This reflects an intellectual drive to expand knowledge and improve the quality of writing through continuous exploration. These findings support a study from Jia Jiyou, which shows that interactions with chatbots trigger self-reflection and follow-up questions, encouraging students to think more critically and

[98] Rebecca Marrone, Victoria Taddeo, and Gillian Hill*, "Creativity and Artificial Intelligence—A Student Perspective,"* Journal of Intelligence 65 (2022).

creatively.[99] However, the study's findings offer an important contrast: while previous research has largely addressed the emergence of questions in the context of simple problem-solving or everyday conversation, this study underscores ChatGPT's role in encouraging follow-up questions that are directly related to academic writing topics, including understanding concepts, terminology, and essay outlines.

2. The Role of ChatGPT 3.5 in Supporting Students' Creativity

Creativity is an ability that reflects originality, flexibility, smoothness, and elaboration in producing meaningful ideas or works. In the context of learning to write, creativity is essential to help students express ideas in a unique, structured, and engaging way. Based on the findings of this study, ChatGPT 3.5 has been proven to play an important role in supporting students' creativity in writing through four main indicators, namely originality, fluency, flexibility, and elaboration.

a. Originality

Based on research findings, ChatGPT 3.5 is proven to support the originality aspect in student writing creativity. Originality in this context refers to the ability to generate new, unique and unusual ideas in writing. In this study, the role of ChatGPT 3.5 can be seen from several main items, namely helping to find new ideas, theories, and perspectives,

[99] Jia, Jiyou, *"The Study of the Application of a Web-Based Chatbot System for College English Teaching,"* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.

helping to find unique and unexpected ideas, and supporting the use of creative language.

First, ChatGPT 3.5 helps students discover new ideas through creative conceptual combinations. This is reflected in an interview with student 6, who explained that ChatGPT 3.5 is able to combine the idea of using AI in the classroom with issues of creativity and learning ethics. The results of these interviews were reinforced by chat history and essay excerpts that showed that participants not only copied information from AI, but also used ChatGPT 3.5's suggestions to design creative approaches in developing their writing topics, such as combining the roles of humans and AI in creating meaningful and collaborative digital content. These findings are in line with Fiialka et al.'s research, which highlights that ChatGPT can encourage writers to develop narratives and content through the exploration of unusual ideas.[100] In addition, Hong and Sklar also emphasized that deep learning-based AI can expand the power of imagination and concept synthesis in the writing process.[101] However, unlike previous research that focused more on fiction genres or general creative writing, this study emphasizes how ChatGPT is leveraged to design academic arguments through cross-

[100] Svitlana Fiialka, Zoia Kornieva, and Tamara Honcharuk, *"The Use of ChatGPT in Creative Writing Assistance,"* Xlinguae 17 (2024).

[101] J. Hong and E. Sklar, *"Creative AI: Supporting Creative Writing with Deep Learning Models,"* in Proceedings of the 11th International Conference on Computational Creativity, 2020, 80–87.

disciplinary integration and personal reflection, demonstrating the depth of student thinking.

Second, ChatGPT 3.5 helps college students discover unique and unexpected ideas. As explained by participant student 2, ChatGPT 3.5 not only provides general information, but also introduces new vocabulary that has a distinctive style and can be adapted into participants' writing. In chat history and essay citations, it was found that participants used prompts that asked for theories and references to deepen the discussion, and the result was an essay with an unconventional point of view and a distinctive language style. This shows that ChatGPT 3.5 contributes to the exploration of ideas from a broader and more unusual point of view. These findings support Hong and Sklar's assertion that AI is capable of triggering the emergence of ideas from new perspectives that expand the space for creative thinking.[102] Kasneci et al. also mention that LLM can reinforce reflective thinking that results in more complex narrative alternatives.[103] However, in contrast to previous studies that tended to emphasize AI as a content source or text generator, this study highlights the importance of students' active role in designing prompts and filtering responses, which makes the creative process more collaborative and directional.

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[102] J. Hong and E. Sklar, *"Creative AI: Supporting Creative Writing with Deep Learning Models,"* in Proceedings of the 11th International Conference on Computational Creativity, 2020, 80–87.

[103] E. Kasneci et al., *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,"* Learning and Individual Differences 103 (2023): 102274.

Third, ChatGPT 3.5 also supports the use of creative language. In interviews with S3 participants, it was mentioned that ChatGPT 3.5 can generate idiomatic expressions and expressive language that increase the attractiveness of writing. Data from chat history shows that participants asked ChatGPT to elaborate, refine, and "humanize" paragraphs. As a result, the resulting essays contain rich diction such as "heralds a new era" and "unprecedented efficiency," which show the use of creative language that reinforces the originality of the writing. This supports the findings of Kasneci et al., who state that AI can strengthen the expressive dimension in academic writing.[104] Likewise, Fiialka et al. emphasized that ChatGPT can help produce attractive and stylistically rich writing styles. However, it differs from the concerns in Habib et al.'s research regarding the potential for style homogenization due to reliance on AI.[105] Instead, the study shows that students selectively utilize AI responses to reinforce the uniqueness of their own expressions. In other words, the creativity of the language that emerges is not the result of the full adoption of AI, but the result of adaptation and transformation by the author.

b. Fluency

[104] E. Kasneci et al., *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,"* Learning and Individual Differences 103 (2023): 102274.

[105] Sabrina Habib et al., *"How Does Generative Artificial Intelligence Impact Student Creativity?,"* Journal of Creativity 34 (2024): 1.

Based on the findings obtained, ChatGPT 3.5 plays a significant role in supporting the fluency component in student writing creativity. Fluency refers to a person's ability to come up with many relevant ideas in a relatively short period of time. In this study, researchers identified several key items that show how ChatGPT 3.5 supports this aspect, which is supported by interview data and conversation history. However, these findings are not supported by data from the essay, as the fluency aspect can only be analyzed through data from conversation history.

First, ChatGPT 3.5 makes it easy to find new ideas, which Student 5 demonstrates. In his interview, Student 5 explained that at first he only wanted to know the basics about ChatGPT, such as its meaning. However, as time went by, he was also encouraged to know its impact as well as the different versions or types of ChatGPT. This shows that the use of ChatGPT 3.5 encourages participants to explore more deeply and expand on the topic being studied, thus smoothing the flow of ideas naturally. These findings are reinforced by a prompt by Student 5, who provides a variety of views from experts that can be used as a basis for the development of ideas. This interaction shows how ChatGPT 3.5 helps speed up the brainstorming process, as it is able to present various perspectives quickly and in a structured manner. These findings are in line with the statement of Kasneci et al., that AI like ChatGPT is able to reduce the cognitive load in the writing process, especially at the initial

search and exploration stages.[106] In addition, Grassini et al. mentioned that interaction with AI can maintain the continuity of the flow of thought in creative activities.[107] However, unlike previous studies that have largely discussed the fluency of ideas in the context of professional tasks or design collaborations, this study shows how the fluency of ideas occurs in the academic realm, where the structure and limitations of essay formats are challenging in themselves. Thus, ChatGPT not only streamlines ideas, but also encourages deeper exploration within formal academic boundaries.

Second, ChatGPT 3.5 helps generate ideas in a short amount of time, which Student 6 explained. In his interview, he said that by using ChatGPT, he simply gave clear commands and could immediately get a lot of ideas. For example, he mentions: "Give me 10 writing ideas about the use of AI in education!" This shows that ChatGPT allows students to acquire various ideas quickly and as needed, without having to search for them manually. These findings are also reinforced by Student 5's conversation history, which makes ChatGPT 3.5 then provide a complete essay structure response, covering historical context, current applications, and future AI potential. This response shows that ChatGPT

[106] E. Kasneci et al., *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,"* Learning and Individual Differences 103 (2023): 102274.

[107] Simone Grassini and Mika Koivisto, *"Artificial Creativity? Evaluating AI Against Human Performance in Creative Interpretation of Visual Stimuli,"* International Journal of Human-Computer Interaction (2024): 1–12.

3.5 can present various ideas systematically and relevantly, thus greatly supporting fluent thinking in the early stages of writing. This supports the findings of Wang et al., who show that AI-based interactive systems can improve the efficiency of students' thinking processes and speed up the planning stage.[108] However, unlike previous studies that have emphasized speed as part of technical efficiency (for example, in decision-making or business tasks), this study emphasizes that the speed offered by ChatGPT is not only practical, but also supports the smooth creative thinking of students. ChatGPT becomes a responsive brainstorming partner, thus speeding up the formation of initial content without sacrificing the depth of ideas.

c. Flexibility

Based on the findings, ChatGPT 3.5 has a significant role in supporting the flexibility component in students' writing creativity. Flexibility refers to the ability of individuals to move from one approach, format, or style of thinking to another effectively. In the context of writing, this includes the ability to use different types of writing as well as adapt the language style as needed.

First, ChatGPT 3.5 helps write in a variety of writing formats. This is reflected in an interview with Student 2 who stated that with the help of ChatGPT 3.5, he has tried to write essays, stories, and even poems.

[108] Brian Lund and Tian Wang, *"Chatting about ChatGPT: How Can AI and GPT Impact Academia and Libraries?,"* Library Hi Tech News (2023).

She added that for academic tasks, she usually writes essays, but she also asked ChatGPT 3.5 to create a mother-themed poem because there is a task to write a poem dedicated to mothers. These findings show that ChatGPT 3.5 opens up opportunities for participants to explore and practice a variety of different forms of writing, both academic and creative. These findings are in line with a study by Jia Jiyou, who said that educational chatbots can expand the form of student interaction through various modes of communication, including narratives and descriptions.[109] In addition, Kasneci et al. also revealed that AI can enrich the process of learning to write by providing alternative approaches in delivering information.[110] However, in contrast to previous research that generally highlighted the exploration of formats in the context of general learning practices or oral communication, this study specifically emphasizes how students explore written formats in academic and non-academic assignments with AI support. ChatGPT 3.5 in this context is not only a technical tool, but also a trigger for the exploration of broader forms of writing.

Second, ChatGPT 3.5 helps to switch writing styles. This was explained by Student 6, who said that ChatGPT helped him understand how a topic could be written in a variety of styles, such as formal,

[109] Jia, Jiyou, *"The Study of the Application of a Web-Based Chatbot System for College English Teaching,"* International Journal of Distance Education Technologies 7, no. 2 (2020): 36–54.
[110] E. Kasneci et al., *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,"* Learning and Individual Differences 103 (2023): 102274.

casual, or narrative. This shows that ChatGPT 3.5 facilitates participants in experimenting with different language styles, so they can adjust the tone and form of writing according to the context. These findings are supported by Student 6's conversation history and essays, which reflect participants' desire to change their writing style to be more relaxed and in line with personal preferences. Based on the prompt provided. ChatGPT 3.5 then adjusts the tone of writing from a rigid and formal essay style to a more flexible and communicative one. This shows that ChatGPT 3.5 not only provides text, but also becomes a collaborative partner in the process of exploring writing styles. Meanwhile, Student 6's essay excerpts also show variations in language styles, such as: "Joseph Weizenbaum's groundbreaking computer software ELIZA, which was developed in the 1960s, is where our story begins" which uses a narrative style, and "Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content" which is more descriptive and formal. This signifies that students are not only taking the styles that ChatGPT offers for granted, but also learning to adapt and combine different styles to create richer and more flexible writing. These findings are reinforced by Grassini et al., who state that AI is capable of being a reflective partner that helps

students modify approaches based on context.[111] However, the contrast of this study is that not only does AI facilitate a change in style, but students themselves show agency in the process, they do not passively accept, but rather actively evaluate and revise language styles to suit their own voices and goals. This enriches the understanding of flexibility, as it not only demonstrates the technical capabilities of AI in generating style variations, but also the active role of users in developing those adaptive skills.

d. Elaboration

Based on the findings, ChatGPT 3.5 plays an important role in supporting the elaboration component in student writing creativity. Elaboration refers to the ability to develop and expand on ideas in detail, clarity, and depth. In the context of writing, this includes the ability to construct strong arguments, add additional information, and expand the initial idea into more complex and complete writing.

First, ChatGPT 3.5 helps develop initial ideas into more complete writing. This can be seen from an interview with Student 2 who stated that he used ChatGPT as the initial foundation for writing. For example, when it needs information about the factors that cause children to be less motivated to learn, ChatGPT provides some initial points, which it

[111] Simone Grassini and Mika Koivisto, *"Artificial Creativity? Evaluating AI Against Human Performance in Creative Interpretation of Visual Stimuli,"* International Journal of Human-Computer Interaction (2024): 1–12.

then develops with its own ideas and writing style. This shows that ChatGPT 3.5 serves as a starting point for students in developing ideas into more complete and meaningful writing. These findings were reinforced by Student 2's conversation history data, which reflected participants' efforts to enrich the content of their essays. ChatGPT 3.5 responds by adding new ideas and deepening existing ones, thus strengthening the structure and depth of the writing. Student 2's essay excerpts also show a systematic exposure to the issue of bias in AI algorithms, along with logical solutions such as the importance of maintaining fairness, transparency, and data security. It reflects a mature and structured process of elaboration of ideas. These findings are in line with the results of a study by Kasneci et al., which stated that ChatGPT can support the process of exploration and maturation of ideas through layered elaboration.[112] However, this study shows that students do not only follow the flow of information from AI, but develop and rearrange it with their own structure and logic, something that has not been highlighted much in previous research that has focused more on the use of AI for initial ideation.

Second, ChatGPT 3.5 helps enrich the writing with additional details or information. Student 3 explained that ChatGPT 3.5 does not provide suggestions separately, but rather directly inserts additional

[112] E. Kasneci et al., *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,"* Learning and Individual Differences 103 (2023): 102274.

information into the content of the article. This shows that ChatGPT is able to expand the writing automatically, making it easier for participants to understand how to develop paragraphs effectively. This is evidenced by the prompt that instructs ChatGPT to elaborate. ChatGPT responded by providing a more detailed explanation in a paragraph about the ethical implications of AI-generated content, covering issues of representation, bias, and the need for cross-disciplinary collaboration. The resulting essay excerpts show that participants are able to convey ideas more comprehensively and comprehensively, reflecting ChatGPT 3.5's involvement in the idea development process in more depth. This is in line with the findings of Wang et al., who mentioned that AI in educational contexts can support deep learning by providing additional relevant explanations.[113] However, unlike the study that emphasized the role of AI as a feedback provider, these findings highlight ChatGPT's role as a co-writer, which is integrated into the flow of the text and facilitates the process of learning to write through concrete examples, not just evaluation or correction.

Third, ChatGPT 3.5 helps strengthen the argument, which Student 1 demonstrates. He stated that ChatGPT 3.5 provides expert-sourced arguments, complete with reference links. Although he remains

[113] Feng Wang and Michael J. Hannafin, *"Design-Based Research and Technology-Enhanced Learning Environments,"* Educational Technology Research and Development 53, no. 4 (2005): 5–23.

selective in choosing sources that are considered valid, this aid is very useful in strengthening the arguments in the writing. This is also evident in chat history student 1, the prompt given encourages ChatGPT 3.5 to respond by adding relevant supporting information and theories. such as a study by Lin et al. (2021) on the benefits of AI in inclusive education. The essay excerpt shows that the participants not only convey an idea, but also support it with strong evidence and references. This indicates that ChatGPT 3.5 plays a role in enriching the structure of arguments, strengthening the content of the writing, and increasing its credibility. This is supported by the findings of Marrone et al., who note that AI can serve as a source of reference-based learning. However, the contrast of this study is that participants not only used AI to search for data or citations, but also to construct a logical framework of argument that was integrated with the writing, showing a deep involvement in the process of academic elaboration.[114]

e. ChatGPT 3.5 as Creativity Supporter

Based on the findings, ChatGPT 3.5 plays an important role in supporting students' creativity in writing. In this context there are two items found. The first is to help students overcome writer's block and contribute to restoring creativity

[114] Rebecca Marrone, Victoria Taddeo, and Gillian Hill, *"Creativity and Artificial Intelligence—A Student Perspective,"* Journal of Intelligence 65 (2022).

First, ChatGPT 3.5 helps students overcome writer's block. Based on the results of interviews with student 4, when they had difficulty developing ideas or felt they ran out of ideas, participants used ChatGPT 3.5 to obtain information or input related to their writing topics. Through the quick response feature, ChatGPT 3.5 is able to provide relevant suggestions and information to help students get out of the impasse and continue the writing process. This is also shown in the chat history of student 4, which shows that participants often use ChatGPT 3.5 to seek early inspiration. For example, ask ChatGPT 3.5 to provide important aspects of a topic or draft an essay outline. From these responses, students obtained structural guidance as well as triggers to develop ideas more creatively. This shows that ChatGPT 3.5 not only informs, but also acts as a spark of creativity. These findings are in line with those expressed by Vygotsky, specifically the concept of the Zone of Proximal Development (ZPD). ZPD is the distance between what a person can do independently and what can be achieved with the help of another, more competent party. In this context, ChatGPT 3.5 serves as a scaffolding or temporary tool that allows students to move from ignorance or impasse to higher understanding and productivity.[115] Participants not only passively accept ideas, but use input from

[115] Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes,* ed. Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman (Cambridge, MA: Harvard University Press, 1978).

ChatGPT as a foothold to build their own ideas. Thus, ChatGPT becomes a partner in students' proximal development zones, encouraging them to reach their maximum potential in writing, especially when they are unable to continue writing independently. However, according to Vygotsky's theory, the mentor in the ZPD is ideally a human being such as a teacher, peer, or facilitator who has social awareness, pedagogical intentions, and the ability to understand the emotional and cognitive context of the learner. In contrast, ChatGPT is an AI-based tool that lacks social awareness, affection, or full contextual understanding.

Second, ChatGPT 3.5 contributes to restoring students' creativity in the writing process. Based on the results of the interview with Student 1, when participants felt lost in direction or experienced a decrease in motivation in writing, they returned to using ChatGPT 3.5 to obtain new input. ChatGPT's quick and relevant responses help participants rediscover their flow of thought and enthusiasm in continuing their writing. These findings are reinforced by Student 1's conversation history data, which shows that contextual input from ChatGPT is able to provide a significant cognitive boost to overcome impasse in the writing process. This is in line with the findings of Kasneci et al., who note that generative AI can help students maintain momentum in writing

by providing quick and contextual input.[116] However, this study expands this understanding by showing that emerging creativity does not only come from the information provided by AI, but from dynamic interactions that create reflective and motivational experiences for students.

[116] E. Kasneci et al., *"ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education,"* Learning and Individual Differences 103 (2023): 102274.

CHAPTER V

CONCLUSION & SUGGESTION

A. CONCLUSSION

This study aimed to analyze the role of ChatGPT 3.5 in fostering students' curiosity and supporting their creativity in writing, particularly in the context of academic English learning. Based on the findings from semi-structured interviews and document analysis, it can be concluded that ChatGPT 3.5 plays a significant role in enhancing both curiosity and creativity among students.

1. The Role of ChatGPT 3.5 in Fostering Students' Curiosity in Writing

In terms of curiosity, ChatGPT 3.5 effectively encouraged students to explore new ideas and writing approaches. It broadened their perspectives and made them more open to unfamiliar experiences and diverse writing styles. Students were also motivated to investigate and delve into challenging topics with greater interest. Interacting with ChatGPT made the writing process more enjoyable, increasing students’ joy in learning. Furthermore, when facing difficulties, students showed persistence in completing their work, as they felt supported by the instant feedback and relevant suggestions provided by ChatGPT. Overall, ChatGPT did not merely supply answers; it also triggered new questions and thoughts, reinforcing its role as a tool that stimulates intellectual curiosity.

2. The Role of ChatGPT 3.5 in Supporting Students' Creativity in Writing

in terms of creativity ChatGPT 3.5 assisted students in generating more original ideas by offering alternative viewpoints and unique suggestions. It also improved writing fluency, helping students find appropriate vocabulary, build sentence structures, and organize coherent paragraphs. Additionally, ChatGPT encouraged flexibility by enabling students to approach writing from various perspectives and adapt their style to suit different contexts. The tool also supported elaboration, guiding students to develop their arguments more thoroughly and express their thoughts in greater detail. In this way, ChatGPT 3.5 served not only as a technical writing aid but also as a thinking partner that nurtured students' creative potential.

B. SUGGESTION

This study provided the researcher with valuable insight into how artificial intelligence can be utilized to support academic writing development. Throughout the research process, the researcher gained a deeper understanding of the practical use of ChatGPT in fostering curiosity and supporting creativity in a learning environment. The experience also reinforced the importance of integrating AI-based tools into English language education to enhance student engagement and independent learning.

For future research, the findings of this study may serve as a foundation for further exploration of the role of AI in education. Future researchers are encouraged to expand the scope by involving a larger number of participants,

applying quantitative approaches, or comparing the impact of different AI models such as newer versions of ChatGPT or other platforms. Broader and deeper investigations could contribute to a more comprehensive understanding of AI's influence on the learning process and student outcomes.

On a broader scale, this study also carries implications for humanity across several fields. In the domain of artificial intelligence, the findings show that tools like ChatGPT are not only capable of mimicking human responses but also creating interactive and intellectually stimulating learning environments. This paves the way for the development of more human-centered, educationally oriented AI systems. In the field of writing, ChatGPT has the potential to support the creative process of both novice and experienced writers by offering inspiration, structure, and feedback, all while preserving the unique voice and agency of the human author. In English language education, ChatGPT can be integrated as an innovative learning aid that supports more autonomous, creative, and personalized writing practices. Thus, ChatGPT 3.5 holds great promise in enriching the learning experience and strengthening the synergy between technology and education.

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APPENDICES

APPENDIX 1

INSTRUMENT

SEMI-STRUCTURED INTERVIEW GUIDELINES OF CURIOSITY

(VALIDATED)

No	Aspect	Indicator	Sub Indicator	Questions
1	The role of ChatGPT 3.5 in fostering students' curiosity	Curiosity in Writing	Exploration	1. Have you used Chat GPT 3.5 to find unexpected insights or alternative perspectives? Can you give an example? 2. Have you tried writing about unfamiliar topics with the help of Chat GPT 3.5? Why or why not? 3. How does Chat GPT 3.5 encourage you to explore outside your comfort zone in writing?
			Openness to Experience	4. Have you used Chat GPT 3.5 to experiment with different writing styles? If so, how? 5. Has Chat GPT 3.5 suggested topics or viewpoints you wouldn't have considered before? Can you provide an example? 6. How does Chat GPT 3.5 help you see a topic from different perspectives?
			Investigative Interest	7. Have you found yourself asking more critical questions about your writing topic when using Chat GPT 3.5? Why? 8. Do you use Chat GPT 3.5 to find additional sources for writing? How do you

No	Aspect	Indicator	Sub Indicator	Questions
				verify the credibility of the information?
			Joy in Learning	9. Has using Chat GPT 3.5 made writing more enjoyable for you? Why or why not? 10. Have you felt more motivated to improve your writing after using Chat GPT 3.5? If so, in what ways?
			Persistence	11. Have you ever faced writer's block? How has Chat GPT 3.5 helped you overcome it? 12. Has Chat GPT 3.5 encouraged you to keep refining and improving your writing? If so, how? 13. Has Chat GPT 3.5 helped you develop long-term writing habits? In what way?
			Chat GPT 3.5 as a Curiosity Facilitator	14. How does Chat GPT 3.5's instant response affect your curiosity in writing? 15. Do you find yourself asking more follow-up questions when using Chat GPT 3.5? Why or why not?

Validation Notes:

The validated version refines the interview guideline by streamlining its structure and focusing on curiosity-driven engagement. It consolidates categories under "The Role of ChatGPT 3.5 in Fostering Students' Curiosity", ensuring a clearer research focus. Questions are reworded to be more concise and exploratory, shifting from procedural inquiries to open-ended reflections. Redundant questions are merged to avoid overlap, enhancing efficiency while preserving depth. A key addition is the "Chat GPT 3.5 as a Curiosity Facilitator" section, introducing questions on how AI influences curiosity beyond writing. These refinements ensure a sharper, more insightful interview process, capturing ChatGPT 3.5's role in stimulating student curiosity effectively.

SEMI-STRUCTURED INTERVIEW GUIDELINES OF CREATIVITY

(VALIDATED)

No	Aspect	Indicator	Sub Indicator	Questions
1	The role of ChatGPT 3.5 in supporting students' creativity	Creativity in Writing	Originality	1. Has Chat GPT 3.5 helped you generate fresh and original writing ideas? If so, how? 2. Can you share an example where Chat GPT 3.5 provided you with an unexpected or unique perspective on a topic? 3. Have you noticed any improvements in your ability to use creative language (metaphors, wordplay, etc.) after using Chat GPT 3.5?
			Fluency	4. Do you find it easier to brainstorm multiple writing ideas with Chat GPT 3.5? Why or why not? 5. Do you find yourself producing more ideas in a shorter time when using Chat GPT 3.5? Can you give an example?
			Flexibility	6. Have you used Chat GPT 3.5 to write in different formats (e.g., formal essays, stories, poetry)? How was your experience? 7. How does Chat GPT 3.5 help you transition between different tones or styles of writing?

No	Aspect	Indicator	Sub Indicator	Questions
			Elaboration	8. Has Chat GPT 3.5 helped you elaborate on your initial writing ideas? How? 9. Can you share an instance where Chat GPT 3.5 suggested deeper details or background information that improved your writing? 10. How does Chat GPT 3.5 assist you in refining and strengthening your arguments in an essay or article?
			Chat GPT 3.5 as Creativity Supporter	11. Have you experienced writer's block? How has Chat GPT 3.5 helped you overcome it? 12. Have you used Chat GPT 3.5 to reignite your creativity when feeling stuck in writing? If so, how?

Validation Notes:

The validated version refines the interview guideline by simplifying its structure and sharpening the focus on creativity-driven engagement. It consolidates categories under "The Role of ChatGPT 3.5 in Supporting Students' Creativity", ensuring a clearer research direction. The revised questions are more concise and exploratory, shifting from procedural descriptions to reflections on originality, fluency, flexibility, and elaboration. Redundant questions from the draft, such as those on brainstorming and generating variations of arguments, are merged for efficiency without losing depth. Additionally, the validated version introduces "Chat GPT 3.5 as a Creativity Supporter", focusing on overcoming writer's block and reigniting creativity, which was

less emphasized in the draft. These refinements make the guideline more focused and effective in capturing ChatGPT 3.5's role in enhancing creativity.

DOCUMENT ANALYSIS CHECKLIST OF CURIOSITY

(VALIDATED)

No	Aspect	Indicator	Sub Indicator	Parameters	Assessment Criteria	Items to Analyze
1	The role of ChatGPT 3.5 in fostering students' curiosity	Curiosity in Writing	Exploration	Engagement with new insights, perspectives, and topics	Evidence of diverse exploration and curiosity-driven writing.	Chat History and Written Results
			Openness to Experience	Experimentation with writing styles and viewpoints	Willingness to try new styles and perspectives.	
			Investigative Interest	Critical questioning and verification of sources	Efforts in inquiry, evaluating, and verifying information.	
			Joy in Learning	Enjoyment, motivation, and writing improvement	Reflection of enthusiasm, growth, and engagement.	
			Persistence	Overcoming challenges and continuous revision	Resilience and commitment to improving writing.	
			Chat GPT 3.5 as a Curiosity Facilitator	Frequency and depth of follow-up questions	Reflection of ongoing curiosity and deeper questioning.	

No	Aspect	Indicator	Sub Indicator	Parameters	Assessment Criteria	Items to Analyze
				Influence of AI's quick responses on curiosity	Further exploration and engagement with AI responses.	

Validation Notes:

The validated version of the Document Analysis Checklist of Curiosity improves clarity and efficiency by consolidating multiple indicators under "The Role of ChatGPT 3.5 in Fostering Students' Curiosity." This restructuring eliminates redundancy while maintaining analytical depth. Key indicators—*Exploration, Openness to Experience, Investigative Interest, Joy in Learning,* and *Persistence*—are now more concise, emphasizing curiosity-driven engagement. Assessment criteria are streamlined, shifting from detailed procedural checks to broader reflections on enthusiasm, resilience, and engagement. Overlapping elements, such as *Joy of Discovering New Information* and *Enjoying the Writing Process*, are merged to improve coherence. A significant addition is "ChatGPT 3.5 as a Curiosity Facilitator," which evaluates AI's role in stimulating deeper inquiry through follow-up questions and response-driven exploration. This expansion broadens the checklist beyond writing outcomes to include ChatGPT's impact on intellectual curiosity. Overall, the validated version enhances readability, removes redundancies, and offers a more insightful, structured, and holistic approach to analyzing how ChatGPT fosters student curiosity.

Document Analysis Checklist of Creativity

(VALIDATED)

No	Aspect	Indicator	Sub Indicator	Parameters	Assessment Criteria	Items to Analyze
1	The role of ChatGPT 3.5 in supporting students' creativity	Creativity in Writing	Originality	Generation of fresh and unique ideas	Writing demonstrates originality and creative thought.	Chat History and Written Results
				Use of unexpected perspectives and creative language	Shows ability to apply new viewpoints and expressive language.	
			Fluency	Ease in brainstorming multiple ideas	Produces diverse ideas efficiently and quickly.	
				Speed and volume of idea generation	Demonstrates increased idea flow and productivity.	
			Flexibility	Ability to write in multiple formats and styles	Writing transitions smoothly between different forms.	
				Adaptability in tone and stylistic changes	Shows versatility in writing approaches.	
			Elaboration	Expansion of initial ideas with detailed content	Writing is enriched with depth and supporting details.	

No	Aspect	Indicator	Sub Indicator	Parameters	Assessment Criteria	Items to Analyze
				Strengthening arguments and adding background information	Demonstrates improvement in structure and logical flow.	
			Chat GPT 3.5 as a Creativity Facilitator	Using AI to reignite creativity and find inspiration	Writing reflects problem-solving and renewed creativity.	

Validation Notes:

The validated version of the Document Analysis Checklist of Creativity significantly streamlines the structure, making it more concise while retaining analytical depth. The checklist is reorganized under "The Role of ChatGPT 3.5 in Supporting Students' Creativity," consolidating key aspects such as *Originality, Fluency, Flexibility,* and *Elaboration.* This restructuring removes redundancy and enhances clarity. The revised indicators focus on essential creative elements, such as the generation of fresh ideas, fluency in brainstorming, adaptability in writing styles, and depth in elaboration. Instead of listing multiple parameters for each sub-indicator, the validated version generalizes assessment criteria to emphasize overall creativity, problem-solving, and stylistic versatility. The draft's detailed breakdown of prompts and parameters is replaced with a more flexible and holistic evaluation framework. A key addition is "ChatGPT 3.5 as a Creativity Facilitator," which evaluates AI's role in inspiring creativity, overcoming writer's block, and enhancing idea generation. This broadens the checklist beyond just writing outcomes to assess ChatGPT's influence on the creative process itself. Overall, the validated version improves efficiency by removing redundancies, focusing on core creativity traits, and incorporating AI's role in creative facilitation. It offers a more practical, structured, and insightful approach to analyzing how ChatGPT fosters student creativity.

Curup, February 22, 2025

Validator

Rizki Indra Guci, M.Pd.

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APPENDIX 2

DATA OF INTERVIEW

Curiosity

S1: Student 1

CU: Indicator

E: Sub-indikator

1: Item

- Researcher: Assalamualaikum Wr. Wb. Selamat pagi Abdul, terima kasih sebelumnya sudah datang ke sini melakukan wawancara. Jadi sekarang tanggal 28 bulan Februari 2025, jam 9.30 Ya. Disini abang ingin melakukan wawancara dengan judul penelitian The Role of ChatGPT 3.5 in Fostering Students' Curiosity and Supporting Creativity in Writing. Jadi langsung saja ya kita ke pertanyaan pertama. Disini terbagi dua sesi, yang pertama ada Curiosity dan yang selanjutnya ada Creativity. Jadi kita masuk ke Curiosity dulu. Pertanyaan pertama, jadi apakah Abdul pernah menggunakan ChatGPT 3.5 untuk menemukan wawasan baru atau sudut pandang yang berbeda dalam menulis? Bisa berikan contohnya?
- AKA: Oh, Abdul pernah menggunakan ChatGPT 3.5 untuk menemukan wawasan baru (S1-CU-E-1). Seperti contohnya, saat menulis esai tentang AI, Abdul mendapatkan banyak perspektif baru mengenai dampaknya terhadap penulisan ataupun terhadap etika kerja.
- Researcher: Oke lanjut nomor dua ya. Apakah Abdul pernah menulis tentang topik yang belum familiar dengan bantuan ChatGPT 3.5? Mengapa atau mengapa tidak?
- AKA: Abdul tidak pernah menulis tentang topik yang belum familiar (S1-CU-E-2), dikarenakan Abdul menulis itu tergantung dengan tugas ataupun jika Abdul ingin menulis.
- Researcher: Jadi, waktu sama dosen Essay Writing kemarin, dikasih tema saja ya?
- AKA: Iya, dikasih tema.

- Researcher: Tapi tema yang dikasih sama Abdul itu masih familiar dengan Abdul ya?
- AKA: Iya, masih familiar.
- Researcher: Lanjut ya. Nomor tiga, bagaimana ChatGPT 3.5 membantu Abdul keluar dari zona nyaman dalam menulis?
- AKA: ChatGPT sering memberikan tantangan ketika menulis, terkadang ada elemen-elemen yang tidak masuk akal, dimasukkan ke sana. Jadi, kita harus memperhatikan lagi tulisan yang sudah diberikan oleh AI, kemudian kita ubah menjadi lebih koheren dan kohesi.
- Researcher: Jadi dul, zona nyaman dalam menulis itu mungkin lebih ke arah Abdul mencoba sesuatu yang baru dari saat Abdul menulis. Misalnya, Abdul mencoba topik yang tidak familiar dengan Abdul. Laju mungkin, Abdul mencoba gaya penulisan yang berbeda dari yang biasa Abdul lakukan. Misalnya, Abdul sering menggunakan gaya menulis yang formal, yang akademik. Yang kesannya mungkin agak kaku. Jadi, dengan menggunakan ChatGPT, Abdul mungkin bisa menggunakan gaya penulisan yang lebih kasual, lebih enak. Ada?
- AKA: Ada, bang.
- Researcher: Bisa jelaskan dul?
- AKA: Abdul pernah menulis cerita-cerita gitu, jadi cerita-ceritanya itu sudah ada di Wattpad (S1-CU-E-3).
- Researcher: Jadi, Abdul kalau menulis itu karena tugas, mungkin Abdul menulis yang akademik. Setelah menggunakan ChatGPT, Abdul mulai berani nyoba-nyoba bikin sesuatu kayak cerita naratif gitu ya. Oke, lanjut ya. Apakah Abdul pernah bereksperimen dengan gaya penulisan yang berbeda menggunakan ChatGPT 3.5? Jika iya, bagaimana pengalaman Abdul?
- AKA: Iya, pernah bang. Jadi, Abdul mencoba gaya penulisan yang kasual seperti dalam menulis cerita. Jadi menurut Abdul, ChatGPT 3.5 ini lumayan

sangat membantu ketika membuat cerita, apalagi dia bisa memberikan deskriptif yang bagus untuk karakter kita (S1-CU-OE-1).

- Researcher: Oh, bikin karakternya lebih hidup lagi. Oke, kalau waktu penulisan Essay writing kemarin, Abdul ada tidak menerapkan hal ini di tulisan Abdul? Waktu penulisan Essay writing kemarin, mungkin Abdul dikasih tema yang akademik. Jadi, Abdul ini menulis dengan gaya yang akademik. Lalu setelah menggunakan ChatGPT, Abdul mungkin nambah argumen atau Abdul nambah kaya kesannya menceritakan sesuatu. Ada gak?
- AKA: Ada bang, tapi tidak terlalu banyak di tulisan saya. Tapi setidaknya saya sudah menambahkan sedikit-sedikit argumen ataupun cerita di sana.
- Researcher: Oke siap, lanjut ya?
- AKA: Siap bang
- Researcher: Pernahkah Chat GPT 3.5 memberikan Abdul ide atau sudut pandang yang sebelumnya tidak terpikirkan oleh Abdul? Bisa berikan contohnya?
- AKA: Emm, Tidak pernah lah bang (S1-CU-OE-2).
- Researcher: Gak pernah ya, Oke selanjutnya, bagaimana ChatGPT 3.5 membantu Abdul melihat suatu topik dari perspektif yang berbeda?
- AKA: ChatGPT kan ada fitur search the web, jadi itu bisa mengambil banyak perspektif dari expert (S1-CU-OE-3). Jadi bisa sangat membantu kita untuk melihat suatu topik itu dari perspektif yang berbeda.
- Researcher: Oke selanjutnya, apakah menggunakan ChatGPT 3.5 membuat Abdul lebih kritis dalam menulis? Mengapa?
- AKA: Ya, dikarenakan penulisan AI itu terkadang salah (S1-CU-II-1), jadi kita harus ngecheck lagi apakah itu sesuai dengan sumber atau tidak, apakah itu koheren atau tidak, dan juga apakah itu kohesi atau tidak.
- Researcher: Jadi hasil dari AI itu mungkin berbeda dengan apa yang Abdul kira, pemahaman Abdul, jadi Abdul jadi lebih kritis. Apakah Abdul menggunakan

ChatGPT 3.5 untuk mencari sumber tambahan dalam menulis? Bagaimana Abdul memastikan informasi tersebut akurat?

- AKA: Ya, ChatGPT 3.5 bisa mencari sumber tambahan dalam menulis ketika menggunakan fitur search the web (S1-CU-II-2). Jadi untuk memastikan informasi tersebut akurat, kan ada link biasanya. Kalau sesudah ChatGPT itu memberikan pendapat dari ahli, jadi kita klik. kalau link itu error, berarti itu tidak akurat.
- Researcher: Selanjutnya, apakah menggunakan ChatGPT 3.5 membuat menulis menjadi lebih menyenangkan bagi Abdul? Mengapa? Kalau tidak, mengapa?
- AKA: Menggunakan ChatGPT 3.5 memang menjadi lebih menyenangkan (S1-CU-JL-1), walaupun kita harus mengkritisi lagi tulisan kita, kita harus mengoreksi lagi. Tetapi menurut Abdul, Chat GPT 3.5 ini lumayan sangat menyenangkan karena mempermudah kita menulis.
- Researcher: Oke, kita lanjut dul yo, Setelah menggunakan ChatGPT 3.5, apakah anda merasa lebih termotivasi untuk meningkatkan tulisan anda? Jika iya, bagaimana caranya?
- AKA: Menurut Abdul, ChatGPT 3.5 ini membuat Abdul merasa lebih termotivasi untuk meningkatkan tulisan (S1-CU-JL-2), apalagi gaya penulisan akademik maupun gaya penulisan kasual. Jadi ChatGPT kan banyak fitur yang bisa kita gunakan, jadi bisa kita gunakan untuk meningkatkan tulisan kita.
- Researcher: Oke selanjutnya ya, jika pernah mengalami Writer's Block, bagaimana ChatGPT 3.5 membantu anda mengatasinya?
- AKA: Writer’s Block, emm?
- Researcher: Writer’s Block itu kayak misalnya Abdul udah dikasih tema kemarin kan tentang AI misalnya, tapi Abdul tuh paham, cuma Abdul tuh tidak tau mau nulis apa gitu, mau mulai dari mana gitu, pernah gak?
- AKA: Pernah bang, jadi saat Abdul mengalami Writer's Block ini, ChatGPT 3.5 bisa memberikan sedikit-sedikit idea untuk menulis untuk penulisan kita. Dia juga bisa menyarankan struktur tulisan atau bahkan bisa memberikan paragraf pembuka, jadi Abdul bisa melanjutkan tulisan tersebut (S1-CU-P-1).

- Researcher: kata-kata pembuka gitu ya. Selanjutnya ya, apakah ChatGPT 3.5 mendorong anda untuk terus memperbaiki tulisan anda? Jika iya, bagaimana caranya? Revisi maksudnya dul
- AKA: Tentu ChatGPT 3.5 ini bisa mendorong Abdul untuk terus memperbaiki tulisan Abdul (S1-CU-P-2). dikarenakan ChatGPT 3.5 ini memberikan feedback langsung. Misalkan tulisannya sangat kaku, jadi Abdul langsung suruh lebih kasual gitu, jadi itu bisa.
- Researcher: Oke, selanjutnya ya, apakah ChatGPT 3.5 membantu anda membangun kebiasaan menulis dalam jangka panjang? Jika iya, bagaimana?
- AKA: Ya, Chat GPT 3.5 ini membantu Abdul untuk membangun kebiasaan menulis dalam jangka panjang (S1-CU-P-3), dikarenakan ChatGPT 3.5 ini sangat membantu Abdul ketika untuk mencari ide ataupun untuk mengeksplorasi lebih banyak topik Juga. Jadi, Abdul menggunakan ChatGPT 3.5 ini bukan hanya untuk ide juga. Jadi, untuk paragraf pembuka juga bisa bang.
- Researcher: Jadi, setelah menggunakan ChatGPT 3.5, mungkin biasanya yang dulu Abdul nulis itu karena tugas aja. Ada gak, setelah menggunakan ChatGPT, Abdul tuh ingin nulis terus gitu?
- AKA: Ada bang.
- Researcher: Pertanyaan selanjutnya ya. Bagaimana jawaban cepat dari ChatGPT mempengaruhi rasa ingin tahu anda dalam menulis?
- AKA: Karena ChatGPT kan memang menjawab pertanyaan kita itu cepat, jadi itu membuat Abdul meningkatkan rasa ingin tahu Abdul (S1-CU-CCF-1), misalkan untuk mengeksplorasi banyak-banyak ide begitu bang.
- Researcher: Pernah gak, Abdul ngerasa kalau misalnya ChatGPT itu ngasih jawaban yang cepat, itu Abdul ragu hasil dari yang diberikan ChatGPT?
- AKA: Iya, Abdul pernah merasakan ragu ketika ChatGPT memberikan jawaban cepat, kadang perlu dicek dulu benar atau tidak.

- Researcher: Oke, pertanyaan yang terakhir di bagian curiosity, apakah anda sering mengajukan lebih banyak pertanyaan setelah menggunakan ChatGPT 3.5? Mengapa atau mengapa tidak?
- Researcher: Iya bang, Abdul sering mengajukan lebih banyak pertanyaan setelah menggunakan ChatGPT 3.5 (S1-CU-CCF-2), karena kadang jawaban yang diberikan oleh ChatGPT itu membuat Abdul itu kayak penasaran gitu.
- Researcher: Oke, di bagian curiosity kita cukupkan sampai sini ya Abdul ya. Jadi bagian creativity nya mau break sebentar? Atau Langsung aja.
- AKA: Lanjut saja bang

No	Code	Interview	Interpretation
1	S1-CU-E-1	Oh, Abdul pernah menggunakan ChatGPT 3.5 untuk menemukan wawasan baru. Seperti contohnya, saat menulis esai tentang AI, Abdul mendapatkan banyak perspektif baru mengenai dampaknya terhadap penulisan ataupun terhadap etika kerja.	Based on the results of interviews with Abdul, researchers found that participants used ChatGPT 3.5 as a tool to expand their insights. Participants not only get information, but also new perspectives.
2	S1-CU-E-2	Abdul tidak pernah menulis tentang topik yang belum familiar, dikarenakan Abdul menulis itu tergantung dengan tugas ataupun jika Abdul ingin menulis.	Based on the results of the interview with Abdul, the researchers found that participants had not used ChatGPT 3.5 to explore unfamiliar topics.
3	S1-CU-E-3	Abdul pernah menulis cerita-cerita gitu, jadi cerita-ceritanya itu sudah ada di Wattpad.	Based on the results of interviews with Abdul, researchers found that Abdul felt that ChatGPT 3.5 helped him get out of his comfort zone in writing. By using ChatGPT, participants indirectly get out of their comfort zone, where they usually

			write only because of academic tasks, by using ChatGPT participants are interested in creating written works with new genres and writing styles
4	S1-CU-OE-1	Iya, pernah bang. Jadi, Abdul mencoba gaya penulisan yang kasual seperti dalam menulis cerita. Jadi menurut Abdul, ChatGPT 3.5 ini lumayan sangat membantu ketika membuat cerita, apalagi dia bisa memberikan deskriptif yang bagus untuk karakter kita.	Based on the results of the interview with Abdul, the researcher found that by using ChatGPT as a writing aid, participants dared to try to write in a casual writing style with a narrative approach. And ChatGPT helps participants in providing good descriptions for characters in their writing.
5	S1-CU-OE-2	Emm, Tidak pernah lah bang.	Based on the results of interviews with Abdul, researchers found that by using ChatGPT, participants never got an idea or point of view that was completely unthinkable before.
6	S1-CU-OE-3	ChatGPT kan ada fitur search the web, jadi itu bisa mengambil banyak perspektif dari expert. Jadi bisa sangat membantu kita untuk melihat suatu topik itu dari perspektif yang berbeda.	Based on the results of the interview with Abdul, researchers found that using the "Search the Web" feature of ChatGPT can help participants in looking at a topic from a variety of different perspectives.

7	S1-CU-II-1	Ya, dikarenakan penulisan AI itu terkadang salah, jadi kita harus ngecheck lagi apakah itu sesuai dengan sumber atau tidak, apakah itu koheren atau tidak, dan juga apakah itu kohesi atau tidak.	Based on the results of the interview with Abdul, researchers found that participants thought that ChatGPT often gave inappropriate responses. This makes participants feel the need to criticize the response by re-examining the sources used in the essay, as well as paying attention to the coherence and cohesion aspects of the writing.
8	S1-CU-II-2	Ya, ChatGPT 3.5 bisa mencari sumber tambahan dalam menulis ketika menggunakan fitur search the web. Jadi untuk memastikan informasi tersebut akurat, kan ada link biasanya. Kalau sesudah ChatGPT itu memberikan pendapat dari ahli, jadi kita klik. kalau link itu error, berarti itu tidak akurat.	Based on the results of the interview with Abdul, researchers found that through the "Search the Web" feature on ChatGPT, participants can find additional sources for writing purposes. To ensure the accuracy of the information provided, participants usually verify through the source link provided by ChatGPT.
9	S1-CU-JL-1	Menggunakan ChatGPT 3.5 memang menjadi lebih menyenangkan, walaupun kita harus mengkritisi lagi tulisan kita, kita harus mengoreksi lagi. Tetapi menurut Abdul, Chat GPT 3.5 ini lumayan sangat menyenangkan karena mempermudah kita menulis.	Based on the results of the interview with Abdul, researchers found that participants felt that writing activities became more enjoyable with the help of ChatGPT because the process felt easier. However, participants also

			emphasized the importance of re-criticizing the writings that have been created with the help of ChatGPT.
10	S1-CU-JL-2	Menurut Abdul, ChatGPT 3.5 ini membuat Abdul merasa lebih termotivasi untuk meningkatkan tulisan, apalagi gaya penulisan akademik maupun gaya penulisan kasual. Jadi ChatGPT kan banyak fitur yang bisa kita gunakan, jadi bisa kita gunakan untuk meningkatkan tulisan kita.	Based on the results of the interview with Abdul, researchers found that participants felt more motivated to improve the quality of writing thanks to the many features of ChatGPT that could be used to improve the quality of writing.
11	S1-CU-P-1	Pernah bang, jadi saat Abdul mengalami Writer's Block ini, ChatGPT 3.5 bisa memberikan sedikit-sedikit idea untuk menulis untuk penulisan kita. Dia juga bisa menyarankan struktur tulisan atau bahkan bisa memberikan paragraf pembuka, jadi Abdul bisa melanjutkan tulisan tersebut.	Based on the results of the interview with Abdul, the researcher found that ChatGPT helped participants in overcoming writer's block by providing suggestions in the form of ideas, writing structures, and even opening paragraphs that could then be further developed by participants.
12	S1-CU-P-2	Tentu ChatGPT 3.5 ini bisa mendorong Abdul untuk terus memperbaiki tulisan Abdul. dikarenakan ChatGPT 3.5 ini memberikan feedback langsung. Misalkan tulisannya sangat kaku, jadi Abdul langsung suruh lebih kasual gitu, jadi itu bisa.	Based on the results of the interview with Abdul, researchers found that the instant feedback from ChatGPT encouraged participants to actively improve and improve their writing.
13	S1-CU-P-3	Ya, ChatGPT 3.5 ini membantu Abdul untuk membangun kebiasaan menulis dalam jangka panjang, dikarenakan ChatGPT 3.5 ini sangat	Based on the results of the interview with Abdul, researchers found that ChatGPT

		membantu Abdul ketika untuk mencari ide ataupun untuk mengeksplorasi lebih banyak topik Juga. Jadi, Abdul menggunakan ChatGPT 3.5 ini bukan hanya untuk ide juga. Jadi, untuk paragraf pembuka juga bisa bang.	plays a role in building writing habits in participants, by helping in finding ideas and exploring various topics that encourage participants to continue writing.
14	S1-CU-CCF-1	Karena ChatGPT kan memang menjawab pertanyaan kita itu cepat, jadi itu membuat Abdul meningkatkan rasa ingin tahu Abdul, misalkan untuk mengeksplorasi banyak-banyak ide begitu bang.	Based on the results of the interview with Abdul, the researcher found that ChatGPT's quick response in exploring writing ideas also fostered participants' curiosity and provided more time to explore various other ideas.
15	S1-CU-CCF-2	Iya bang, Abdul sering mengajukan lebih banyak pertanyaan setelah menggunakan ChatGPT 3.5, karena kadang jawaban yang diberikan oleh ChatGPT itu membuat Abdul itu kayak penasaran gitu.	Based on the results of the interview with Abdul, the researcher found that instant responses from ChatGPT can foster participants' curiosity, by encouraging participants to ask follow-up questions that trigger further exploration.

Creativity

S1: Student 1

CR: Indicator

O: Sub-indikator

1: Item

- Researcher: Oke kita masuk ke bagian Creativity. Pertanyaan pertama, apakah ChatGPT 3.5 membantu Anda menemukan ide-ide baru dan kreatif dalam menulis? Jika iya, bagaimana?
- AKA: Ya, ChatGPT 3.5 membantu Abdul menemukan banyak ide-ide baru dan kreatif dalam menulis (S1-CR-O-1). Jadi kan Abdul sering bertanya itu. Berikan saya ide atau judul cerita. Jadi, ChatGPT langsung cepat memberikan ide-ide cerita yang original lah kalau menurut Abdul.
- Researcher: Kalau di Essay writing kemarin dul?
- AKA: Kalau di Essay Writing kemarin, apa ya? Ide-idenya itu langsung diberikan sih, langsung diberikan di ChatGPT, jadi langsung bisa cepat lah Abdul buat
- Researcher: Mungkin kalau step-stepnya misalnya dul? misalnya pertama Abdul memakai ChatGPT itu nanya judul dulu, waktu itu tema kan yang di kasih? Laju setelah judul itu Abdul nanya apa lagi?
- AKA: Laju setelah judul itu biasanya Abdul langsung minta buat paragraf pembuka bang, introductionnya. Introductionnya.
- Researcher: Itu ada lagi nggak? misalnya dari paragraf pembuka itu Abdul nyari lagi apa gitu?
- AKA: Ya, kadang kan paragraf pembukanya juga kurang bukan? Jadi Abdul minta lebih informatif lagi, lebih kreatif lagi, jadi supaya dia lebih koheren, jadi kayak gitu lah.
- Researcher: Bisa berikan contoh, ChatGPT 3.5 memberikan perspektif unik atau tak terduga tentang suatu topik?

- AKA: Emm ada, kalau kasih perspektif lain itu ada. Kalau perspektif unik itu jarang lah bang muncul (S1-CR-O-2). Jadi kalau perspektif lain kan kadang ada ilmuwan yang bilang AI itu negatif, kalau misalkan kita mencari AI, ada juga yang bilang AI itu positif. Jadi kita bisa lihat dari dua perspektif.
- Researcher: Mungkin perspektif yang berbeda aja ya, unik dan tak terduganya mungkin tergantung topiknya ya dul. Oke Selanjutnya, apakah penggunaan ChatGPT 3.5 meningkatkan kemampuan Anda dalam menggunakan bahasa kreatif seperti metafora atau permainan kata?
- AKA: Ya, ChatGPT 3.5 ini meningkatkan kemampuan Abdul menggunakan bahasa kreatif seperti metafora dan permainan kata (S1-CR-O-3). Jadi kalau misalkan menggunakan metafora atau permainan kata ini biasanya dalam penulisan cerita atau naratif. Jadi kayak cerita Abdul di Wattpad itu sedikit menggunakan metafora gitu.
- Researcher: Kalau di Essay Writing kemarin dul?
- AKA: Kalau di Essay Writing kemarin enggak ada.
- Researcher: Belum terpakai sama Abdul ya. Oke, selanjutnya. Apakah ChatGPT 3.5 memudahkan Anda untuk mencari ide-ide baru dalam menulis? Mengapa atau mengapa tidak?
- MAK: Ya, ChatGPT 3.5 ini memudahkan Abdul dalam mencari ide-ide baru (S1-CR-F-1). Dikarenakan kan ChatGPT 3.5 ini sangat cepat gitu memberikan ide-ide baru. Dan Abdul bisa menggali-gali lagi ide-ide tersebut. Jadi ChatGPT 3.5 ini sangat memudahkan Abdul.
- Researcher: Kan menurut Abdul, ChatGPT itu memudahkan mencari ide. Kemarin waktu menulis Essay Writing itu, kan dikasih tema. Mungkin ada lebih dari satu ide enggak waktu Abdul mencari?
- AKA: Ya, ada lebih dari satu ide. Biasanya itu kalau kita letak 20, kadang 20 itu ada yang pengulangan

- Researcher: Oh, Abdul ngasih prompt pengen berapa gitu ya. Selanjutnya, saat menggunakan ChatGPT 3.5, apakah Anda merasa bisa menghasilkan lebih banyak ide dalam waktu lebih singkat? Bisa berikan contoh?
- AKA: Waktu menggunakan ChatGPT 3.5 ini, kan ChatGPT 3.5 ini memberikan feedback itu dengan sangat cepat. Jadi Abdul bisa menggali banyak ide di sana (S1-CR-F-2). Seperti misalkan kita berikan 20 ide tentang AI. Jadi langsung muncul ide penulisan tentang AI itu 20 buah. Tetapi harus diteliti juga kadang ada ide-ide yang berulang gitu bang.
- Researcher: Intinya dengan menggunakan ChatGPT, ide yang Abdul hasilkan lebih cepat gitu ya. Oke selanjutnya, apakah Anda pernah mencoba menulis dalam berbagai format, misalnya menulis dengan esai, cerita, atau puisi dengan bantuan ChatGPT 3.5? Bagaimana pengalaman Abdul?
- AKA: Ya, Abdul pernah mencoba menulis dalam berbagai format seperti esai atau pencerita, tapi kalau puisi Abdul belum pernah (S1-CR-FX-1). Jadi, ChatGPT 3.5 ini membantu Abdul mengoherensikan paragraf-paragraf yang ada, jadi paragraf-paragraf dalam esai itu saling berkoneksi. Kalau dalam cerita, Abdul biasanya menggunakan ChatGPT 3.5 ini untuk membuat kayak dialognya itu lebih hidup lagi.
- Researcher: Oke, kalau di waktu pembuatan tugas Essay Writing kemarin dul? Mungkin dari Abdul bikin tugasnya itu dengan gaya akademik. Yang paragraf yang informatif begitu dengan menggunakan ChatGPT, mungkin Abdul jadi bikin paragraf Abdul itu lebih deskriptif atau lebih berargumen gitu?
- AKA: Iya bang, jadi menggunakan ChatGPT, paragraf Abdul itu lebih informatif, lebih deskriptif, dan juga Abdul tambah-tambahkan kayak pendapat dari ChatGPT, kan dari fitur search the web-nya itu ada pendapat para ahli, jadi Abdul bisa ambil yang akurat saja
- Researcher: Oke Selanjutnya ya, bagaimana ChatGPT 3.5 membantu Abdul beralih dari satu gaya atau ada nada tulisan ke gaya lain?

- AKA: ChatGPT 3.5 ini membantu Abdul beralih dari gaya penulisan akademik yang formal ke gaya kasual dalam penulisan cerita. Jadi ChatGPT ini sangat membantu Abdul dalam mengoneksikan gaya-gaya tersebut (S1-CR-FX-2).
- Researcher: Jadi Abdul itu menggunakan ChatGPT itu untuk mengoneksikan. Selanjutnya, apakah ChatGPT 3.5 membantu Abdul mengembangkan ide awal menjadi tulisan yang lebih lengkap? Jika iya, bagaimana?
- AKA: Ya bang, ChatGPT 3.5 ini sangat membantu Abdul lah mengembangkan ide-ide awal menjadi tulisan yang lebih lengkap (S1-CR-EB-1). Jadi kan kalau di ChatGPT itu, Abdul bisa pertama kan judul dulu. Setelah judul itu kan langsung Abdul bisa kan suruh buatkan introduction mengenai judul tersebut. Misalkan kurang informatif atau kurang deskriptif, jadi Abdul suruh lebih ini lagi. Kemudian bisa juga langsung lanjut ke bagian selanjutnya, jadi lebih koheren lagi penulisannya.
- Researcher: Jadi step yang Abdul bikin tuh sejauh ini, Abdul minta judul dulu, mungkin minta beberapa judul, misalnya 10 sampai 20 judul. Jadi dari 10 sampai 20 judul itu, Abdul cari yang Abdul ingin, Jadi Abdul minta bikin kan paragraf pembukanya. Setelah itu, ada step lain gak dul?
- AKA: Setelah itu tuh biasanya Abdul langsung masuk ke bagian selanjutnya, Misalkan bagian kedua, bagian kontennya. Jadi Abdul tuh biasanya koherenkan paragraf terakhir dari introduction sebelum masuk ke dalam paragraf pertama dari konten.
- Researcher: Oh begitu. Oke Selanjutnya ya. Bisa berikan contoh saat ChatGPT 3.5 memberikan saran yang memperkaya tulisan Abdul dengan detail atau informasi tambahan?
- AKA: Contohnya bang, ketika Abdul menulis tugas esai dari Ma'am Eka waktu itu, kan itu kan tentang AI dan writing performance, jadi Abdul menggunakan ChatGPT 3.5 fitur search the web, jadi di sana bisa menambah detail dan informasi tambahan dari tulisan Abdul (S1-CR-EB-2).
- Researcher: Kalau promptnya bagaimana dul?

- AKA: Biasanya promptnya itu di bagian konten kan, buatkanlah konten ini menjadi lebih informatif dan detail dan tambahkan juga pendapat dari para ahli.
- Researcher: Oke selanjutnya ya, bagaimana ChatGPT 3.5 membantu Anda memperkuat argumen dalam esai atau artikel yang Abdul bikin?
- AKA: Perkuat argumen ya bang, emm
- Researcher: Mungkin tadi kan Abdul, misalnya Abdul bikin argumen kalau AI itu lebih banyak sisi positifnya dari pada negatifnya. Mungkin Abdul nyari benar gak ada expert yang ngomong begitu
- AKA: Iya bang, ada bang. Jadi ChatGPT 3.5 ini memberikan kayak argumen-argumen dari ahli gitu bang, kemudian dikasih tau juga sourcenya. Jadi misalkan kalau sourcenya gak akurat ya gak usah dimasukkan (S1-CR-EB-3).
- Researcher: Jadi di tulisan Abdul itu Abdul tambahkan pendapat-pendapat dari expert ya. Oke selanjutnya. jika pernah mengalami Writer's Block, bagaimana ChatGPT 3.5 membantu Anda mengatasinya?
- AKA: Kalau mengalami Writer's Block itu bang, ChatGPT 3.5 itu bisa membantu Abdul mengatasinya Dengan cara misalkan memberikan ide-ide baru gitu dan juga untuk mengkoneksikan kalimat-kalimatnya (S1-CR-CCS-1).
- Researcher: Kalau disini kan, dari yang abang lihat ya, Writer's Block yang Abdul alami itu tu mungkin Abdul kesulitan menyusun di paragraf itu kan? Ada kata-kata yang mungkin Abdul bikin dulu beberapa kalimat kan? Laju kalimat lainnya itu mungkin gak nyatu gitu. Abdul bikin kayak gimana gitu?
- AKA: Pernah sih bang, tapi Abdul langsung suruh kohesikan juga. Jadi bisa, kalimatnya itu bisa langsung nyatu. Nanti ChatGPT tambahkan kata-kata gitu.
- Researcher: Oke, lanjut ya. Apakah ChatGPT 3.5 membantu Abdul mendapatkan kembali kreativitas saat merasa kehabisan ide, jika iya bagaimana?
- AKA: Iya bang, ChatGPT 3.5 ini sangat membantu Abdul untuk mendapatkan kembali kreativitas saat Abdul merasakan kehabisan ide (S1-CR-CCS-2). Karena kan ChatGPT 3.5 ini bisa memberikan feedback langsung kan bang,

jadi Abdul bisa minta berikan ide-ide lagi untuk melanjutkan tulisan Abdul. Dan juga ChatGPT 3.5 ini memberikan Abdul inspirasi lah bang.

- Researcher: Inspirasi ya. Oke, itu aja dulu dari sesi kedua kreativitas. Jadi terima kasih untuk waktunya dul. Abang akhiri wawancara ini dengan mengucap Alhamdulillah. Nah, jadi abang tutup ya wassalamulaikum Wr. Wb. Terima kasih Abdul.

No	Code	Interview	Interpretation
1	S1-CR-O-1	Ya, ChatGPT 3.5 membantu Abdul menemukan banyak ide-ide baru dan kreatif dalam menulis. Jadi kan Abdul sering bertanya itu. Berikan saya ide atau judul cerita. Jadi, ChatGPT langsung cepat memberikan ide-ide cerita yang original lah kalau menurut Abdul.	Based on the results of the interview with Abdul, researchers found that ChatGPT 3.5 helps participants find new, creative, and original writing ideas.
2	S1-CR-O-2	Emm ada, kalau kasih perspektif lain itu ada. Kalau perspektif unik itu jarang lah bang muncul. Jadi kalau perspektif lain kan kadang ada ilmuwan yang bilang AI itu negatif, kalau misalkan kita mencari AI, ada juga yang bilang AI itu positif. Jadi kita bisa lihat dari dua perspektif.	Based on the results of the interview with Abdul, researchers found that by using ChatGPT 3.5, participants can find various new perspectives related to a topic. However, participants rarely find a truly unique perspective through the help of ChatGPT
3	S1-CR-O-3	Ya, ChatGPT 3.5 ini meningkatkan kemampuan Abdul menggunakan bahasa kreatif seperti metafora dan permainan kata. Jadi kalau misalkan menggunakan metafora atau permainan kata ini biasanya dalam penulisan cerita atau naratif. Jadi kayak cerita Abdul di Wattpad itu sedikit menggunakan metafora gitu.	Based on the results of the interview with Abdul, researchers found that the use of ChatGPT in the writing process can improve participants' ability to use creative language, such as metaphors and word plays.

4	S1-CR-F-1	Ya, ChatGPT 3.5 ini memudahkan Abdul dalam mencari ide-ide baru. Dikarenakan kan ChatGPT 3.5 ini sangat cepat gitu memberikan ide-ide baru. Dan Abdul bisa menggali-gali lagi ide-ide tersebut. Jadi ChatGPT 3.5 ini sangat memudahkan Abdul.	Based on the results of the interview with Abdul, researchers found that the use of ChatGPT can make it easier for participants to find new ideas. The quick response provided by ChatGPT in presenting various ideas and helping in depth exploration greatly supports the smooth writing process.
5	S1-CR-F-2	Waktu menggunakan ChatGPT 3.5 ini, kan ChatGPT 3.5 ini memberikan feedback itu dengan sangat cepat. Jadi Abdul bisa menggali banyak ide di sana. Seperti misalkan kita berikan 20 ide tentang AI. Jadi langsung muncul ide penulisan tentang AI itu 20 buah. Tetapi harus diteliti juga kadang ada ide-ide yang berulang gitu bang.	Based on the results of the interview with Abdul, the researcher found that the instant response of ChatGPT 3.5 helped participants in generating many ideas in a short time. By determining the desired number of ideas, participants can obtain various ideas according to the number requested.
6	S1-CR-FX-1	Ya, Abdul pernah mencoba menulis dalam berbagai format seperti esai atau pun cerita, tapi kalau puisi Abdul belum pernah. Jadi, ChatGPT 3.5 ini membantu Abdul mengoherensikan paragraf-paragraf yang ada, jadi paragraf-paragraf dalam esai itu saling berkoneksi. Kalau dalam cerita, Abdul biasanya menggunakan ChatGPT 3.5 ini untuk membuat kayak dialognya itu lebih hidup lagi.	Based on the results of the interview with Abdul, researchers found that the use of ChatGPT encouraged participants to try writing in various writing formats.

7	S1-CR-FX-2	ChatGPT 3.5 ini membantu Abdul beralih dari gaya penulisan akademik yang formal ke gaya kasual dalam penulisan cerita. Jadi ChatGPT ini sangat membantu Abdul dalam mengoneksikan gaya-gaya tersebut.	Based on the results of the interview with Abdul, researchers found that the use of ChatGPT helped participants in switching between writing styles. ChatGPT also plays a role in connecting these various writing styles coherently.
8	S1-CR-EB-1	Ya bang, ChatGPT 3.5 ini sangat membantu Abdul lah mengembangkan ide-ide awal menjadi tulisan yang lebih lengkap. Jadi kan kalau di ChatGPT itu, Abdul bisa pertama kan judul dulu. Setelah judul itu kan langsung Abdul bisa kan suruh buatkan introduction mengenai judul tersebut. Misalkan kurang informatif atau kurang deskriptif, jadi Abdul suruh lebih ini lagi. Kemudian bisa juga langsung lanjut ke bagian selanjutnya, jadi lebih koheren lagi penulisannya.	Based on the results of the interview with Abdul, the researcher found that the use of ChatGPT in the writing process helps participants develop initial ideas into a more structured and complete piece of writing.
9	S1-CR-EB-2	Contohnya bang, ketika Abdul menulis tugas esai dari Ma'am Eka waktu itu, kan itu kan tentang AI dan writing performance, jadi Abdul menggunakan ChatGPT 3.5 fitur search the web, jadi di sana bisa menambah detail dan informasi tambahan dari tulisan Abdul.	Based on the results of the interview with Abdul, the researcher found that ChatGPT's 'Search the Web' feature can help participants add additional details and information to their writing just by providing appropriate prompts.
10	S1-CR-EB-3	Iya bang, ada bang. Jadi ChatGPT 3.5 ini memberikan kayak argumen-argumen dari ahli gitu bang, kemudian dikasih tau juga sourcenya. Jadi misalkan kalau	Based on the results of interviews with Abdul, researchers found that the use of ChatGPT helped participants in

		sourcenya gak akurat ya gak usah dimasukkan.	strengthening arguments in their writing. ChatGPT provides a variety of arguments from experts that fit the topic of the article complete with links to the source.
11	S1-CR-CCS-1	Kalau mengalami Writer's Block itu bang, ChatGPT 3.5 itu bisa membantu Abdul mengatasinya Dengan cara misalkan memberikan ide-ide baru gitu dan juga untuk mengoneksikan kalimat-kalimatnya.	Based on the results of the interview with Abdul, the researcher found that ChatGPT helped participants in overcoming writer's block by providing suggestions in the form of writing ideas and also helping participants connect between sentences.
12	S1-CR-CCS-2	Iya bang, ChatGPT 3.5 ini sangat membantu Abdul untuk mendapatkan kembali kreativitas saat Abdul merasakan kehabisan ide. Karena kan ChatGPT 3.5 ini bisa memberikan feedback langsung kan bang, jadi Abdul bisa minta berikan ide-ide lagi untuk melanjutkan tulisan Abdul. Dan juga ChatGPT 3.5 ini memberikan Abdul inspirasi lah bang.	The results of the interview with Abdul revealed that instant feedback from ChatGPT plays a role in helping participants recover creativity when experiencing an idea stalemate, by providing various new ideas and inspiration for writing.

Curiosity

S2: Student 2

CU: Indicator

E: Sub-indikator

1: Item

- Researcher: Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon, Jesi. Sebelumnya Abang Mengucapkan terima kasih kepada Jesi karena sudah menyempatkan hadir hari ini, di kelas ini. Untuk melakukan wawancara. Jadi penelitian abang ini judulnya The Role of ChatGPT 3.5 in Fostering Students' Curiosity and Supporting Creativity in Writing. Jadi di sini wawancaranya akan terbagi jadi dua sesi. Yang pertama ada sesi untuk Curiosity setelahnya ada Creativity. Tanggal sekarang 28 Februari 2025, jam 11.15. Kita langsung aja ke pertanyaan pertama di sesi Curiosity. Apakah Jesi pernah menggunakan ChatGPT 3.5 untuk menemukan wawasan baru atau sudut pandang yang berbeda dalam menulis? bisa berikan contohnya?
- JN: Tentu saja saya pernah menggunakan ChatGPT 3.5 untuk menemukan wawasan baru (S2-CU-E-1). Dimana wawasan baru dan sudut pandang baru itu saya gunakan untuk memperluas ide serta gagasan dalam penulisan. Salah satu contohnya adalah ketika saya mencari tema yang berkaitan dengan Understanding Self-Awareness in AI Utilization. Dan itu saya cari dan perdalami menggunakan ChatGPT 3.5.
- Researcher: Kalau prompt yang Jesi berikan ke ChatGPT itu apa? Perintahnya maksudnya
- JN: Perintahnya mungkin lebih kayak gini, Jelaskan dan berikan pemahaman mendalam terkait isu berkenaan dengan Understanding Self-Awareness in AI Utilization, Sertakan teori-teori yang mendukung serta relevan untuk mengsupport ide saya.

- Researcher: Oke, kita lanjut ya ke pertanyaan nomor dua. Apakah Jesi pernah menulis tentang topik yang belum familiar bagi Jessie dengan bantuan ChatGPT 3.5? Kalau iya mengapa, kalau tidak mengapa?
- JN: Sepertinya saya belum pernah menuliskan tentang topik-topik yang belum familiar dengan bantuan ChatGPT 3.5 (S2-CU-E-2). Karena yang saya lakukan selama ini tentunya topik-topik yang sangat berkaitan dengan perkuliahan saya. Dan karena itu saya uji-coba dalam ChatGPT 3.5 karena untuk membantu saya menemukan ide-ide baru. Dan men-support saya untuk merancang ide saya untuk lebih berkembang dalam sistematika penulisan yang saya inginkan nantinya.
- Researcher: Jadi belum pernah ya? Selanjutnya pertanyaan nomor tiga. Bagaimana ChatGPT 3.5 membantu Jesi keluar dari zona nyaman dalam menulis?
- JN: Oke, ChatGPT 3.5 yang cukup membantu saya keluar dari zona nyaman dalam menulis adalah dengan adanya ide-ide terbaru yang tidak pernah terpikirkan oleh saya sebelumnya (S2-CU-E-3). Sehingga itu akan menjadi input terbaru bagi saya dan akan saya elaborasi dengan ide-ide saya dalam menulis. Dan itulah cara ChatGPT 3.5 membantu saya keluar dari zona nyaman dalam menulis. Sehingga saya tidak membahas-bahas soal satu isu yang hanya di satu aspek atau satu perspektif saja.
- Researcher: Jadi ketika Jesi diberikan tugas Essay Writing sama dosennya, apakah itu Jesi keluar dari zona nyaman Jesie saat menulisnya?
- JN: Tentu saja saya tidak pernah berada di zona nyaman saya dan saya mencoba mengeksplore dari luar zona nyaman saya. Karena ternyata banyak hal yang bisa digali dan diperdalam lagi. Bahkan dari satu hal saya bisa menggali sekitar 4-5 perintah dalam satu waktu. Ketika saya sangat ingin menggali-gali hal yang menurut saya masih bisa untuk dicari lagi.
- Researcher: Selanjutnya, apakah Jesi pernah bereksperimen dengan gaya penulisan yang berbeda menggunakan ChatGPT 3.5? Jika iya, bagaimana pengalaman Jesi?

- JN: Gaya penulisan yang berbeda bagaimana ini?
- Researcher: Jadi gaya penulisan itu kan ada beberapa yang kalau saya sebutkan mungkin ada banyak. Jadi gaya penulisan yang paling umum itu ada gaya penulisan yang akademik. Yang lebih kaku lah bahasanya, lebih formal gitukan. Selanjutnya ada gaya yang kalau saya sebutnya yang lebih kasual lah. bahasa-bahasa yang berupa percakapan atau bahasa sehari hari. Selanjutnya ada gaya yang argumentatif, ada gaya yang deskriptif yang menjelaskan sesuatu, misalnya Jesy tentang AI ya, jadi Jesi mendeskripsikan AI itu seperti apa. Setelah itu ada yang naratif, menceritakan mungkin pengalaman Jesi menggunakan AI. Ada yang eksperimental menggunakan kata-kata yang berupa metafora, atau gaya yang seperti itulah. Ada?
- JN: Oke. Kebanyakan selama ini saya mencoba untuk mengikuti gaya penulisan yang formal, mengingat saya juga mahasiswa yang membutuhkan gaya penulisan yang formal untuk kebutuhan tugas saya (S2-CU-OE-1). Namun, saya pernah mengeksplor gaya penulisan yang berbeda, di mana saya memerintahkan ChatGPT 3.5 untuk mengeksplor berbagai perspektif pro dan kontra terhadap satu isu yang saya gunakan di luar kebutuhan perkuliahan saya.
- Researcher: Di luar perkuliahan? Jadi waktu menulis tugas Essay writing, belum diterapkan hal ini?
- JN: Belum
- Researcher: Selanjutnya ya, pernahkah ChatGPT 3.5 memberi Jesi ide atau sudut pandang yang sebelumnya tidak terpikirkan oleh Jesi? Kalau ada, bisa berikan contohnya?
- JN: Oke, tentu saja ChatGPT 3.5 sering membantu saya untuk menemukan ide atau sudut pandang yang sebelumnya tidak terpikirkan oleh saya (S2-CU-OE-2). Seperti contohnya, ketika saya lagi dan lagi membahas tentang AI, ternyata banyak perspektif yang menjelaskan bagaimana penggunaan AI yang baik, etika penggunaan AI, dan juga seberapa besar dampak AI dari dampak positif dan dampak negatifnya.

- Researcher: Selanjutnya, Bagaimana ChatGPT 3.5 membantu Jesi melihat suatu topik dari perspektif yang berbeda?
- JN: Oke, ChatGPT 3.5 membantu saya melihat suatu topik dari perspektif yang berbeda (S2-CU-OE-3), dengan cara memberikan analogi yang paling dasar sehingga menggabungkan dan mengelaborasi dengan ide-ide sebelumnya sehingga menurut saya perspektif itu sangat bisa diterima oleh perspektif manusia pada umumnya. Dan walaupun ChatGPT 3.5 membantu saya melihat dari perspektif yang lain, tentunya saya tetap akan mempertimbangkan perspektif saya sendiri.
- Researcher: Oke, selanjutnya. Apakah menggunakan ChatGPT 3.5 membantu Jesi lebih kritis dalam menulis? Kalau iya, mengapa?
- JN: Ketika saya menggunakan ChatGPT 3.5, saya bisa mengeksplor lebih dari satu perintah dalam satu waktu dengan topik yang sama. Alasannya karena saya membutuhkan data dan informasi serta ide yang lebih mendalam atas suatu perintah atau ide yang ingin saya cari. Jadi, menurut saya, ChatGPT 3.5 cukup membantu saya untuk dapat berpikir lebih kritis (S2-CU-II-1). Dan itu adalah alasannya.
- Researcher: Selanjutnya, apakah Jesi menggunakan ChatGPT 3.5 untuk mencari sumber tambahan dalam menulis? Bagaimana Jesi memastikan informasi atau sumber tambahan tersebut akurat?
- JN: Tentunya saya menggunakan ChatGPT 3.5 untuk mencari sumber tambahan (S2-CU-II-2). Karena ChatGPT 3.5 memberikan instant feedback dalam menggali informasi dan yang ini ada pemerhatian dengan penulisan nantinya. Dan cara saya untuk memastikan informasi tersebut, biasanya saya lari ke Google mencari lagi jurnal-jurnal yang berkaitan dengan pembahasan saya dan memastikan apakah teori atau informasi yang diberikan itu sesuai dengan adanya jurnal, sesuai dengan adanya Google, dan itu cara saya membuktikan bahwasanya apakah informasi yang saya terima tersebut akurat. Karena beberapa kali saya juga menggunakan ChatGPT 3.5, ada beberapa

informasi yang menurut saya tidak akurat dan saya tidak bisa mengambil data itu secara mentah-mentah.

- Researcher: Oke kalau waktu penulisan Essay writing kemarin, ada nggak jesi menambahkan teori atau pendapat dari ahli mengenai suatu ide? Misalnya dari menurut ahli ini, kalau AI itu apa? Atau mungkin dari ChatGPT nya sendiri langsung memberikan teori atau pendapat dari ahli?
- JN: Itu tergantung perintah. Ketika saya cuman minta perintahnya jelaskan tentang AI, maka dia akan menjelaskan secara general. Tapi kalau misalkan perintahnya saya sebutkan jelaskan tentang AI dari para ahli atau para expert, barulah dikaji lagi, baru diberikan oleh di-generate oleh beberapa pengertian AI dari para ahli. Dan untuk make sure apakah itu benar-benar ada teorinya, saya baru lariin ke Google dan beberapa jurnal, dan ternyata memang ada.
- Researcher: Kalau dari ChatGPT nya sendiri tidak memberikan misalnya link bisa Jesi tinggal klik yang mengarahkan ke sumbernya langsung, itu ada?
- JN: Pernah banyak.
- Researcher: Oke Selanjutnya, apakah menggunakan ChatGPT 3.5 membuat menulis menjadi lebih menyenangkan bagi Jesi? Kalau iya, mengapa? Kalau tidak, mengapa?
- JN: Menurut saya tentu membuat menulis menjadi lebih menyenangkan (S2-CU-JL-1). Karena kita punya fondasi awal untuk membangun sebuah ide-ide yang akan tertuang dalam tulisan, jadi menurut saya itu lebih menyenangkan.
- Researcher: Selanjutnya, setelah menggunakan ChatGPT 3.5, apakah Jesi merasa lebih termotivasi untuk meningkatkan tulisan Jesi? Jika iya, bagaimana caranya?
- JN: Tentu saja itu membuat saya lebih termotivasi untuk meningkatkan tulisan saya ketika saya sadar ternyata tulisan saya belum terlalu bagus jika tidak disupport oleh AI (S2-CU-JL-2). Namun dalam praktiknya, saya jarang melakukan beberapa praktik untuk meningkatkan tulisan saya, jadi informasi-informasi yang tertuang dari AI baru saya serap secara informasi dan pengetahuan saja.

- Researcher: Siap, Selanjutnya. jika pernah mengalami Writer's block, bagaimana ChatGPT 3.5 membantu Jesi mengatasinya?
- JN: Caranya adalah dengan saya memberikan perintah yang sangat detail (S2-CU-P-1). Mungkin perintah itu bisa sekitar satu paragraf saya ceritakan apa yang saya mau dari ChatGPT, agar hasil yang di-generate itu sesuai dengan apa yang saya butuh kan. Jadi saya tidak pernah menggunakan ChatGPT dengan perintah yang tidak jelas.
- Researcher: Kira-kira writer's block yang seperti apa yang pernah Jesi alami?
- JN: Writer's block yang pernah saya alami adalah saya tidak tahu mau mulai menulis dari mana, dengan hal apa, lalu apa informasi penting yang harus saya tuang, lalu skema penulisannya, lalu penulisannya seperti apa yang harus saya buat, lebih ke arah sana.
- Researcher: Selanjutnya, apakah ChatGPT 3.5 mendorong Jesi untuk terus memperbaiki tulisan Jesi? Jika iya, bagaimana caranya?
- JN: ChatGPT 3.5 mendorong saya untuk memperbaiki tulisan saya (S2-CU-P-2). . Karena ternyata, setelah dianalisis dan dilakukan, saya merasa banyak sekali salah satunya vocabulary yang saya tidak tahu jadi saya ketahui, dan itu menambah input baru ketika dalam proses penulisan. Tapi lagi dan lagi, saya belum banyak melakukan praktek penulisan untuk memperbaiki tulisan saya.
- Researcher: Selanjutnya, apakah ChatGPT 3.5 membantu Jesi membangun kebiasaan menulis dalam jangka panjang? Jika iya, bagaimana?
- JN: ChatGPT 3.5, kurang membangun kebiasaan menulis saya (S2-CU-P-3). . Mungkin karena kebiasaan instant feedback. Jadi saya hanya menggunakan ChatGPT 3.5 untuk saat ini sebagai input informasi saya saja dan sebagai latihan reading.
- Researcher: Selanjutnya, bagaimana jawaban cepat dari ChatGPT, jawaban instant dari ChatGPT mempengaruhi rasa ingin tahu Jesi dalam menulis?
- JN: Ketika informasi yang saya berikan dan perintah yang saya berikan dibalas dengan respon yang cepat atau instant feedback, ketika saya membaca

informasi tersebut dan ternyata itu masih kurang, dari situlah membangun saya rasa ingin tahu lebih mendalam bagaimana cara saya ingin menulis nantinya (S2-CU-CCF-1). Jadi saya bisa memberikan perintah lebih dari satu perintah untuk satu isu yang sedang dibahas.

- Researcher: Selanjutnya, apakah anda sering mengajukan lebih banyak pertanyaan setelah menggunakan ChatGPT 3.5? Mengapa atau mengapa tidak?
- JN: Tentunya saya sangat banyak sekali mengajukan pertanyaan walaupun saya sudah menggunakan ChatGPT 3.5 (S2-CU-CCF-2). Tujuannya adalah untuk memvalidasi apakah benar-benar ide ini bisa saya tuangkan dalam tulisan saya atau ini adalah ide-ide yang tidak valid yang sebenarnya saya tidak butuh kan. Jadi lebih ke evaluasi ide-ide mana yang harus saya pilih dan saya masukkan atau ide-ide mana sepertinya tidak perlu saya input dan saya masukkan dalam tulisan saya.
- Researcher: Kita masuk ke sesi 2. Jessi mau break dulu atau gimana?
- JN: Lanjut saja

No	Code	Interview	Interpretation
1	S2-CU-E-1	Tentu saja saya pernah menggunakan Chat GPT 3.5 untuk menemukan wawasan baru. Dimana wawasan baru dan sudut pandang baru itu saya gunakan untuk memperluas ide serta gagasan dalam penulisan. Salah satu contohnya adalah ketika saya mencari tema yang berkaitan dengan Understanding Self-Awareness in AI Utilization. Dan itu saya cari dan perdalami menggunakan ChatGPT 3.5.	The results of the interview with Jesi show that ChatGPT 3.5 as a writing tool is able to provide new insights and perspectives that contribute to expanding the ideas and deepening ideas in the writing process.
2	S2-CU-E-2	Sepertinya saya belum pernah menuliskan tentang topik-topik yang belum familiar dengan bantuan ChatGPT 3.5. Karena yang saya lakukan selama ini tentunya topik-topik yang sangat berkaitan dengan perkuliahan saya. Dan karena itu saya uji-coba dalam ChatGPT 3.5 karena	The results of the interview with Jesi show that participants have not used ChatGPT 3.5 as a means to explore topics that are still

		untuk membantu saya menemukan ide-ide baru. Dan men-support saya untuk merancang ide saya untuk lebih berkembang dalam sistematika penulisan yang saya inginkan nantinya.	unfamiliar or unmastered.
3	S2-CU-E-3	Oke, ChatGPT 3.5 yang cukup membantu saya keluar dari zona nyaman dalam menulis adalah dengan adanya ide-ide terbaru yang tidak pernah terpikirkan oleh saya sebelumnya. Sehingga itu akan menjadi input terbaru bagi saya dan akan saya elaborasi dengan ide-ide saya dalam menulis. Dan itulah cara ChatGPT 3.5 membantu saya keluar dari zona nyaman dalam menulis. Sehingga saya tidak membahas-bahas soal satu isu yang hanya di satu aspek atau satu perspektif saja.	The results of the interview with Jesi show that ChatGPT helps participants get out of their comfort zone in writing, by providing new inputs that were previously unthinkable.
4	S2-CU-OE-1	Oke. Kebanyakan selama ini saya mencoba untuk mengikuti gaya penulisan yang formal, mengingat saya juga mahasiswa yang membutuhkan gaya penulisan yang formal untuk kebutuhan tugas saya. Namun, saya pernah mengeksplor gaya penulisan yang berbeda, di mana saya memerintahkan ChatGPT 3.5 untuk mengeksplor berbagai perspektif pro dan kontra terhadap satu isu yang saya gunakan di luar kebutuhan perkuliahan saya.	The results of the interview with Jesi showed that the participants had no experience in experimenting with other writing styles outside of the formal style used for academic tasks.
5	S2-CU-OE-2	Oke, tentu saja ChatGPT 3.5 sering membantu saya untuk menemukan ide atau sudut pandang yang sebelumnya tidak terpikirkan oleh saya. Seperti contohnya, ketika saya lagi dan lagi membahas tentang AI, ternyata banyak perspektif yang menjelaskan bagaimana penggunaan AI yang baik, etika penggunaan AI,	The results of the interview with Jesi show that the use of ChatGPT as a writing tool allows participants to discover new ideas or viewpoints that were previously unthinkable

		dan juga seberapa besar dampak AI dari dampak positif dan dampak negatifnya.	
6	S2-CU-OE-3	Oke, ChatGPT 3.5 membantu saya melihat suatu topik dari perspektif yang berbeda, dengan cara memberikan analogi yang paling dasar sehingga menggabungkan dan mengelaborasi dengan ide-ide sebelumnya sehingga menurut saya perspektif itu sangat bisa diterima oleh perspektif manusia pada umumnya. Dan walaupun ChatGPT 3.5 membantu saya melihat dari perspektif yang lain, tentunya saya tetap akan mempertimbangkan perspektif saya sendiri.	The results of the interview with Jesi show that ChatGPT is able to help participants look at a topic from a different point of view, through providing basic analogies that are then combined and elaborated with ideas that have been previously had.
7	S2-CU-II-1	Ketika saya menggunakan ChatGPT 3.5, saya bisa mengeksplor lebih dari satu perintah dalam satu waktu dengan topik yang sama. Alasannya karena saya membutuhkan data dan informasi serta ide yang lebih mendalam atas suatu perintah atau ide yang ingin saya cari. Jadi, menurut saya, ChatGPT 3.5 cukup membantu saya untuk dapat berpikir lebih kritis. Dan itu adalah alasannya.	The results of the interview with Jesi show that the quick response and ease of exploration through ChatGPT encourage participants to think more critically in the writing process. Participants stated that they could dig into the ideas or information needed in more depth.
8	S2-CU-II-2	Tentunya saya menggunakan ChatGPT 3.5 untuk mencari sumber tambahan. Karena ChatGPT 3.5 memberikan instant feedback dalam menggali informasi dan yang ini ada pemerhatian dengan penulisan nantinya. Dan cara saya untuk memastikan informasi tersebut, biasanya saya lari ke Google mencari lagi jurnal-jurnal yang berkaitan dengan pembahasan saya dan memastikan apakah teori atau informasi yang diberikan itu sesuai dengan adanya jurnal, sesuai dengan	The results of the interview with Jesi showed that participants used ChatGPT in looking for additional references for writing. However, to ensure the accuracy of the information obtained, participants manually verified by searching through relevant journals.

		adanya Google, dan itu cara saya membuktikan bahwasanya apakah informasi yang saya terima tersebut akurat. Karena beberapa kali saya juga menggunakan ChatGPT 3.5, ada beberapa informasi yang menurut saya tidak akurat dan saya tidak bisa mengambil data itu secara mentah-mentah.	
9	S2-CU-JL-1	Menurut saya tentu membuat menulis menjadi lebih menyenangkan. Karena kita punya fondasi awal untuk membangun sebuah ide-ide yang akan tertuang dalam tulisan, jadi menurut saya itu lebih menyenangkan.	The results of the interview with Jesi showed that participants considered writing with the help of ChatGPT to be a pleasant experience, as ChatGPT was able to provide a starting basis for developing writing ideas.
10	S2-CU-JL-2	Tentu saja itu membuat saya lebih termotivasi untuk meningkatkan tulisan saya ketika saya sadar ternyata tulisan saya belum terlalu bagus jika tidak disupport oleh AI. Namun dalam praktiknya, saya jarang melakukan beberapa praktik untuk meningkatkan tulisan saya, jadi informasi-informasi yang tertuang dari AI baru saya serap secara informasi dan pengetahuan saja.	The results of the interview with Jesi showed that ChatGPT motivated participants to improve the quality of their writing, even though participants did not involve ChatGPT in the improvement process.
11	S2-CU-P-1	Caranya adalah dengan saya memberikan perintah yang sangat detail. Mungkin perintah itu bisa sekitar satu paragraf saya ceritakan apa yang saya mau dari ChatGPT, agar hasil yang di-generate itu sesuai dengan apa yang saya butuh kan. Jadi saya tidak pernah menggunakan ChatGPT dengan perintah yang tidak jelas.	The results of the interview with Jesi showed that in overcoming writer's block, participants gave ChatGPT very detailed prompts so that the responses generated could effectively help overcome the writing deadlock.

12	S2-CU-P-2	ChatGPT 3.5 mendorong saya untuk memperbaiki tulisan saya. Karena ternyata, setelah dianalisis dan dilakukan, saya merasa banyak sekali salah satunya vocabulary yang saya tidak tahu jadi saya ketahui, dan itu menambah input baru ketika dalam proses penulisan. Tapi lagi dan lagi, saya belum banyak melakukan praktek penulisan untuk memperbaiki tulisan saya.	The results of the interview with Jesi show that the feedback from ChatGPT provides an encouragement for participants to continue to improve their writing. However, participants emphasized that it has not involved ChatGPT much in the process of improving or improving the quality of writing."
13	S2-CU-P-3	ChatGPT 3.5, kurang membangun kebiasaan menulis saya. Mungkin karena kebiasaan instant feedback. Jadi saya hanya menggunakan ChatGPT 3.5 untuk saat ini sebagai input informasi saya saja dan sebagai latihan reading.	The results of the interview with Jesi show that ChatGPT has not had a significant influence in encouraging participants to form writing habits consistently.
14	S2-CU-CCF-1	Ketika informasi yang saya berikan dan perintah yang saya berikan dibalas dengan respon yang cepat atau instant feedback, ketika saya membaca informasi tersebut dan ternyata itu masih kurang, dari situlah membangun saya rasa ingin tahu lebih mendalam bagaimana cara saya ingin menulis nantinya. Jadi saya bisa memberikan perintah lebih dari satu perintah untuk satu isu yang sedang dibahas.	The results of the interview with Jesi show that instant feedback that is not entirely relevant to the needs of participants can spark curiosity and encourage further exploration.
15	S2-CU-CCF-2	Tentunya saya sangat banyak sekali mengajukan pertanyaan walaupun saya sudah menggunakan ChatGPT 3.5. Tujuannya adalah untuk memvalidasi apakah benar-benar ide ini bisa saya tuangkan dalam tulisan saya atau ini adalah ide-ide yang tidak	The results of the interview with Jesi showed that participants often asked ChatGPT various questions to filter and ensure

		valid yang sebenarnya saya tidak butuh kan. Jadi lebih ke evaluasi ide-ide mana yang harus saya pilih dan saya masukkan atau ide-ide mana sepertinya tidak perlu saya input dan saya masukkan dalam tulisan saya	relevant ideas to be included in the writing.

Creativity

S2: Student 2

CR: Indicator

O: Sub-indikator

1: Item

- Researcher: Oke lanjut ya, ke sesi 2 Creativity, pertanyaan pertama apakah ChatGPT 3.5 membantu Jesi menemukan ide-ide baru dan kreatif dalam menulis, jika iya bagaimana?
- JN: Tentu saja ChatGPT 3.5 sangat-sangat membantu saya dalam menemukan ide-ide baru dan kreatif dalam menulis (S2-CR-O-1). Jika selalu saya ingin mengetahui satu informasi dari suatu isu yang saya angkat, dengan mengelaborasikan perintah yang baik dan benar, saya bisa mendapatkan 3 bahkan 4 informasi terbaru dari ChatGPT. Dan itulah cara ChatGPT membantu saya dalam menemukan ide-ide baru dan kreatif dalam menulis.
- Researcher: Kalau berdasarkan pengalaman Jesi ya, prompt yang seperti apa yang Jesi berikan
- untuk mendapatkan ide-ide baru dan kreatif dari ChatGPT?
- JN: Tentunya prompt yang saya gunakan adalah prompt yang detail, walaupun nanti perintahnya agak bertele-tele, tapi saya detail apa yang saya mau. Saya sering menggunakan kata kaitkan dengan teori yang relevan dan men-support ide, dan juga saya tidak bisa langsung percaya informasi dari ChatGPT lewat satu perintah yang mereka generate. Jadi akan ada 3, 4, 5 perintah yang saya generate dari satu isu yang sedang dibahas, dan diikuti dengan pertanyaan mengapa dan bagaimana.
- Researcher: Oke Selanjutnya, Bisa berikan contoh saat ChatGPT memberikan perspektif unik atau tak terduga tentang suatu topik?
- JN: Oke, Salah satu contohnya adalah ketika saya lagi dan lagi membahas tentang Understanding Self-awareness and AI Utilization. Saya pikir di awal ketika saya belum menggunakan ChatGPT 3.5, pembahasannya hanya seputar

tentang kebiasaan mahasiswa. Namun ketika di-generate, ternyata banyak hal-hal yang bisa dikaitkan. Dari mulai prestasi akademik, kemudian input dan output bagi mahasiswa, dampak long-termnya ke depan, dan sebagainya.

- Researcher: Waktu penulisan tugas Essay Writing, ada nggak? Kan kemarin dapatnya tentang AI, ada nggak muncul dari penggunaan ChatGPT perspektif unik atau tak terduga?
- JN: Ada
- Researcher: Bisa jelasin?
- JN: Salah satunya adalah tentang pemanfaatan AI kalau nggak salah di writing kemarin. Di writing itu dijelaskan bagaimana pemanfaatan AI bisa men-support writing. Saya pikir pemanfaatan AI di bagian writing itu hanya lewat informasi-informasi terbaru. Ternyata bisa kita gali lagi dari vocabulary-vocabulary yang baru kita ketahui. Dan vocabulary-vocabulary unik dari ChatGPT punya gaya bahasannya tersendiri (S2-CR-O-3). Nah itu bisa saya gunakan dan saya adaptasi ketika suatu saat nanti atau ketika saya mau menulis hal yang sama, saya menggunakan ide-ide dan diadaptasi dari ChatGPT 3.5 yang tersebut.
- Researcher: Oke, Selanjutnya, apakah penggunaan ChatGPT 3.5 meningkatkan kemampuan Jesi dalam menggunakan bahasa kreatif? Seperti metafora atau permainan kata? Atau waktu penulisan tugas Essay Writing kemarin? Ada nggak Jesi berkat ChatGPT, Jesi bisa menambahkan metafora dalam paragraf Jesi?
- JN: Oke, sejauh ini sepertinya kalau dalam konteks Essay Writing, belum (S2-CR-O-3). Karena saya lebih tertarik dengan penggunaan kata yang lebih formal.
- Researcher: Oke, Selanjutnya. apakah ChatGPT 3.5 memudahkan Jesi untuk mencari ide-ide baru dalam menulis? Mengapa atau mengapa tidak?
- JN: Tentu saja ini lagi dan lagi membantu saya mencari ide-ide baru yang awalnya tidak terpikirkan (S2-CR-F-1). Sehingga saya ada landasan awal untuk memulai menulis ide dan gagasan saya. Nah ketika saya menunggu ide-ide baru

ini nanti saya elaborasi dengan gaya bahasa saya sendiri. Dan ide-ide terbaru yang saya coba elaborasikan.

- Researcher: Kalau dalam hal mempermudah, kan dari Google itu juga kita bisa mencari ide-ide baru ya. Dalam hal apa penggunaan ChatGPT itu mempermudah Jesi mencari ide-idenya?
- JN: Oke, misalkan saya sudah stuck oleh perintah dari tugas saya. Kemudian ChatGPT membantu saya. Misalkan saya mencoba mencari isu-isu politik yang awalnya saya tidak mengerti. Lalu dibantu oleh ChatGPT 3.5 dari berbagai perspektif baru mengenai sebuah kebijakan. Nah input-input atau ide-ide itulah yang nantinya akan saya bawa dalam tulisan saya. Tapi tetap dengan mempertimbangkan ide mana yang bisa diterima dan ide mana yang tidak bisa diterima.
- Researcher: Oke, selanjutnya saat menggunakan ChatGPT 3.5 apakah Jesi merasa bisa menghasilkan lebih banyak ide dalam waktu lebih singkat? Bisa berikan contoh?
- JN: Kalau waktu lebih singkat sepertinya tidak terlalu singkat (S2-CR-F-2). Karena perlu saya gali dan saya perdalam terlebih dahulu setiap perintah yang dihasilkan. Lalu saya elaborasi dengan perintah dan saya ikutkan dengan perintah-perintah terbaru. Yang isi perintahnya itu adalah sesuatu hal yang saya masih ingin perdalam. Jadi mungkin kalau dalam waktu lebih singkat tidak terlalu singkat sih. Karena satu perintah yang di-generate harus saya baca lalu saya generate dengan perintah baru. Kalau masih belum juga generate lagi dengan perintah baru. Sampai saya menuju ke titik, oke ini baru bisa untuk saya tuangkan dalam tulisan saya.
- Researcher: Selanjutnya, apakah Jesi pernah mencoba menulis dalam berbagai format? Misalnya dengan penulisan esai atau cerita atau berbentuk puisi dengan bantuan ChatGPT 3.5? Bagaimana pengalaman Jesi?
- JN: Tentunya saya pernah mencoba menulis essay, cerita atau bahkan puisi. Kalau esai saya gunakan untuk kebutuhan tugas saya (S2-CR-FX-1). Kalau cerita untuk kegiatan menulis, kalau cerita kayaknya belum deh. Tapi kalau

puisi pernah, saya pernah meminta AI untuk membuatkan puisi tentang ibu. Waktu ketika itu ada tugas untuk membuat puisi tentang ibu.

- Researcher: Kalau tugas Essay Writing Jesi kemarin itu bentuknya kayak gimana? Bentuknya deskriptif atau argumentatif atau naratif gitu?
- JN: Kalau tugas yang saya buat kemarin di esai itu lebih ke argumentatif.
- Researcher: Selanjutnya, bagaimana ChatGPT 3.5 membantu Jesi beralih dari satu gaya atau nada tulisan ke gaya yang lain?
- JN: ChatGPT 3.5 membantu saya beralih dari satu gaya tulisan ke gaya lain. Itu tergantung dari perintah saya (S2-CR-FX-2). Jadi ketika saya mencoba untuk membahas suatu permasalahan yang harus dikaitkan teori, barulah ChatGPT men-generate informasi-informasi yang diperpadankan dengan teori. Namun ketika saya minta menjelaskan contoh atau analogikal dari isu yang sudah diangkat, barulah ChatGPT menjelaskannya atau men-generate hasil perintah saya ke dalam bentuk analogikal dan contoh-contoh paling sederhana yang bisa dipahami.
- Researcher: Oke, Selanjutnya. apakah ChatGPT 3.5 membantu Jesi mengembangkan ide awal menjadi tulisan yang lebih lengkap? Jika iya, bagaimana?
- JN: Oke, tentu saja ChatGPT membantu saya mengembangkan ide awal (S2-CR-EB-1). Karena ChatGPT sebenarnya adalah fondasi atau landasan yang digunakan untuk saya mengembangkan tulisan-tulisan saya. Misalkan saya mencari tentang faktor anak malas belajar. Nah, kemudian ada empat faktor. Dan dari empat faktor itu kan tidak semuanya dijelaskan secara lengkap oleh ChatGPT. Karena keterbatasan kata dan sebagainya. Dari hal itu, saya meng-hint informasi-informasi yang sudah diserap. Lalu saya elaborasikan dengan ide saya sendiri dan dengan gaya bahasa saya sendiri. Jadi menurut saya, ChatGPT cukup membantu saya mengembangkan ide awal sehingga menjadi tulisan yang lebih lengkap.
- Researcher: Selanjutnya, bisa berikan contoh saat ChatGPT memberikan saran yang memperkaya tulisan Jesi dengan detail atau informasi tambahan?

- JN: Oke, maksudnya ini ketika saya menggunakannya ya? Oke, contohnya adalah misalkan di perintah awal saya sudah menjelaskan secara detail atau misalkan saya belum menjelaskan secara detail. Berikan contoh tentang penggunaan AI yang baik dan benar. Terus di-generate oleh AI. Terus ketika saya belum selesai, saya puas. Terus saya generate lagi perintah yang baru. Tolong berikan contoh penggunaan AI yang baik dan benar menurut beberapa para ahli, sehingga itu bisa berdampak pada pembelajaran mahasiswa dalam bagian writing. Nah, ketika itu masih belum puas juga, saya mencoba untuk men-generate lagi perintah baru yang lebih detail dari yang sebelum-sebelumnya.
- Researcher: Pernah nggak waktu menulis Essay Writing kemarin, dari hasil yang perintah yang Jesi berikan, ada saran berupa mungkin penambahan ide-ide baru dari ChatGPT-nya?
- JN: Emm, Saran penambahan ide-ide baru?
- Researcher: Mungkin misalnya Jesi sedang berfokus menulis manfaat penggunaan AI. Mungkin dari ChatGPT nya tiba-tiba menyarankan, menambahkan impact-impact negatifnya juga. Pernah nggak?
- JN: Pernah. Sangat-sangat sering. Sangat sering?
- Researcher: Ada contohnya nggak ?
- JN: Ada. Misalkan Jesi minta tentang dampak positif kan. Namun, ChatGPT mencoba untuk mengsertakan dampak negatif sebagai consideration atau pertimbangan. Dan di akhir dari penjelasan yang saya minta, disini ditarok tuh. Dengan demikian, ChatGPT bisa menggunakan dan memberikan dampak positif, namun tidak luput oleh dampak negatif. Makanya itu sebagai penulis harus lebih bijak dalam menggunakannya (S2-CR-EB-2). Jadi mempertegas argumen yang sudah dibangun dengan memberikan saran di akhir penjelasan.
- Researcher: Oke selanjutnya, Bagaimana ChatGPT 3.5 membantu Jesi memperkuat argumen dalam esai atau artikel yang Jesi buat?
- JN: Oke, biasanya kalau berhubungan dengan argumen dalam sebuah artikel, ChatGPT membantu saya dengan perintah dimana saya meminta teori-teori

yang relevan ataupun penelitian sebelumnya yang relevan dengan argumen yang ingin dibahas (S2-CR-EB-3). Jadi, argumen yang saya mau bahas itu harus berlandasan dengan teori-teori serta bukti, dan data, dan fakta yang real tanpa rekayasa. Dan untuk mem-validiasi hal tersebut, biasanya saya mencoba untuk mengeceknya kembali lewat Google ataupun jurnal-jurnal terkait.

- Researcher: Jadi lebih ke arah Jesi yang mau memberikan perintah untuk memperkuat argumen yang Jesi buat. Pernah nggak kalau dari ChatGPT sendiri tiba-tiba menambahkan dari teori siapa gitu? Tanpa Jesi berikan prompt yang kayak gitu?
- JN: Oke. Kayaknya jarang. Sepertinya jarang. Soalnya kebanyakan ketika saya mencoba memberikan perintah yang general, maka hal ataupun hasil yang dihasilkan akan general juga. Tapi ketika perintahnya yang diberikan adalah perintah yang spesifik dan detail, salah satunya dengan cara sertakan teori-teori dari para ahli yang mendukung, barulah ChatGPT akan men-generate hasil-hasil tersebut. Dan itu bisa saya compare dengan perintah yang pertama, dengan perintah yang kedua hasilnya akan berbeda.
- Researcher: Oke. Selanjutnya, Jika pernah mengalami Writer's block, bagaimana ChatGPT 3.5 membantu Jessi mengatasinya?
- JN: Oke, Writer's block di sini adalah tentang kalau saya pribadi lebih ke tidak tahu mau mulai menulis dari mana, ide-ide yang mau dituangkan apa saja, terus skema penulisannya bagaimana. Nah, ChatGPT 3.5 ini membantunya dengan cara yang pertama adalah memberikan ide-ide dasar, walaupun tidak terlalu komplit, tapi dia memberikan ide-ide dasar atau fondasi pertama dalam penulisan. Lalu saya kaitkan lagi dan saya berikan perintah baru dengan berikan skema penulisan yang lengkap, mulai dari introduction, isi, sampai closing, dengan ide-ide yang sudah saya minta di atas, dan urutkan dari yang paling urgency sampai Yang paling, dari yang paling umum ke paling khusus gitu. Yang ketiga baru perintahnya adalah, tolong lengkapi tata cara penulisannya dengan cara yang baik dan benar. Ketika mau ditulang ke tulisan, saya akan mengelaborasi lagi dengan gaya bahasa saya sendiri (S2-CR-CCS-1).

- Researcher: Pertanyaan terakhir, apakah ChatGPT 3.5 membantu Jesi mendapatkan kembali kreativitas saat merasa kehabisan ide? Jika iya, bagaimana?
- JN: Cara ChatGPT membantu saya dalam mengembalikan kreativitas saya adalah dengan menyuguhkan hal-hal atau ide-ide baru yang tidak terpikirkan oleh saya sebelumnya (S2-CR-CCS-2). Sehingga saat saya merasa kehabisan ide, saya bisa sekali untuk menemukan ide baru dan lagi-lagi saya akan elaborasi dengan ide saya sendiri.
- Researcher: That's it. Oke, saya rasa sudah selesai wawancara ini. Terima kasih kepada Jessi sudah menyediakan waktunya. Saya tutup dengan mengucap Alhamdulillah. Wassalamualaikum Wr. Wb.

No	Code	Interview	Interpretation
1	S2-CR-O-1	Tentu saja ChatGPT 3.5 sangat-sangat membantu saya dalam menemukan ide-ide baru dan kreatif dalam menulis. Jika saya ingin mengetahui satu informasi dari suatu isu yang saya angkat, dengan mengelaborasikan perintah yang baik dan benar, saya bisa mendapatkan 3 bahkan 4 informasi terbaru dari ChatGPT. Dan itulah cara ChatGPT membantu saya dalam menemukan ide-ide baru dan kreatif dalam menulis.	The results of the interview with Jesi show that ChatGPT plays a role in helping participants find new and creative ideas.
2	S2-CR-O-2	Salah satunya adalah tentang pemanfaatan AI kalau nggak salah di writing kemarin. Di writing itu dijelaskan bagaimana pemanfaatan AI bisa men-support writing. Saya pikir pemanfaatan AI di bagian writing itu hanya lewat informasi-informasi terbaru. Ternyata bisa kita gali lagi dari vocabulary-vocabulary yang baru kita ketahui. Dan vocabulary-vocabulary unik dari ChatGPT punya gaya	The results of the interview with Jesi show that ChatGPT plays a role in helping participants find unique and unexpected points of view.

		bahasannya tersendiri. Nah itu bisa saya gunakan dan saya adaptasi ketika suatu saat nanti atau ketika saya mau menulis hal yang sama, saya menggunakan ide-ide dan diadaptasi dari ChatGPT 3.5 yang tersebut.	
3	S2-CR-O-3	Oke, sejauh ini sepertinya kalau dalam konteks Essay Writing, belum. Karena saya lebih tertarik dengan penggunaan kata yang lebih formal.	The results of the interview with Jesi showed that participants felt that ChatGPT had not made a significant contribution to the creative use of language in the writing process.
4	S2-CR-F-1	Tentu saja ini lagi dan lagi membantu saya mencari ide-ide baru yang awalnya tidak terpikirkan. Sehingga saya ada landasan awal untuk memulai menulis ide dan gagasan saya. Nah ketika saya menunggu ide-ide baru ini nanti saya elaborasi dengan gaya bahasa saya sendiri. Dan ide-ide terbaru yang saya coba elaborasikan.	The results of the interview with Jesi show that ChatGPT helps participants in exploring new ideas that were previously unthinkable in the writing process.
5	S2-CR-F-2	Kalau waktu lebih singkat sepertinya tidak terlalu singkat. Karena perlu saya gali dan saya perdalam terlebih dahulu setiap perintah yang dihasilkan. Lalu saya elaborasi dengan perintah dan saya ikutkan dengan perintah-perintah terbaru. Yang isi perintahnya itu adalah sesuatu hal yang saya masih ingin perdalam. Jadi mungkin kalau dalam waktu lebih singkat tidak terlalu singkat sih. Karena satu perintah yang di-generate harus saya baca lalu saya generate dengan perintah baru. Kalau masih belum juga generate lagi dengan perintah	As a result of the interview with Jesi, the researcher concluded that ChatGPT played a role in helping participants generate various writing ideas in a relatively short time.

		baru. Sampai saya menuju ke titik, oke ini baru bisa untuk saya tuangkan dalam tulisan saya.	
6	S2-CR-FX-1	Tentunya saya pernah mencoba menulis essay, cerita atau bahkan puisi. Kalau esai saya gunakan untuk kebutuhan tugas saya. Kalau cerita untuk kegiatan menulis, kalau cerita kayaknya belum deh. Tapi kalau puisi pernah, saya pernah meminta AI untuk membuatkan puisi tentang ibu. Waktu ketika itu ada tugas untuk membuat puisi tentang ibu.	The results of the interview with Jesi showed that the participants, with the help of ChatGPT, were able to write in a variety of writing formats.
7	S2-CR-FX-2	ChatGPT 3.5 membantu saya beralih dari satu gaya tulisan ke gaya lain. Itu tergantung dari perintah saya. Jadi ketika saya mencoba untuk membahas suatu permasalahan yang harus dikaitkan teori, barulah ChatGPT men-generate informasi-informasi yang diperpadankan dengan teori. Namun ketika saya minta menjelaskan contoh atau analogikal dari isu yang sudah diangkat, barulah ChatGPT menjelaskannya atau men-generate hasil perintah saya ke dalam bentuk analogikal dan contoh-contoh paling sederhana yang bisa dipahami.	The results of the interview with Jesi show that ChatGPT is able to help participants switch from one style or writing tone to another, after being given appropriate instructions first.
8	S2-CR-EB-1	Oke, tentu saja ChatGPT membantu saya mengembangkan ide awal. Karena ChatGPT sebenarnya adalah fondasi atau landasan yang digunakan untuk saya mengembangkan tulisan-tulisan saya. Misalkan saya mencari tentang faktor anak malas belajar. Nah, kemudian ada empat faktor. Dan dari empat faktor itu kan tidak semuanya dijelaskan secara lengkap oleh ChatGPT. Karena keterbatasan kata dan	The results of the interview with Jesi show that ChatGPT helps participants develop initial ideas into more complete writing. For participants, ChatGPT serves as an initial foundation in the writing development process.

		sebagainya. Dari hal itu, saya meng-hint informasi-informasi yang sudah diserap. Lalu saya elaborasikan dengan ide saya sendiri dan dengan gaya bahasa saya sendiri. Jadi menurut saya, ChatGPT cukup membantu saya mengembangkan ide awal sehingga menjadi tulisan yang lebih lengkap.	
9	S2-CR-EB-2	Ada. Misalkan Jesi minta tentang dampak positif kan. Namun, ChatGPT mencoba untuk menyertakan dampak negatif sebagai consideration atau pertimbangan. Dan di akhir dari penjelasan yang saya minta, disini ditarok tuh. Dengan demikian, ChatGPT bisa menggunakan dan memberikan dampak positif, namun tidak luput oleh dampak negatif. Makanya itu sebagai penulis harus lebih bijak dalam menggunakannya. Jadi mempertegas argumen yang sudah dibangun dengan memberikan saran di akhir penjelasan.	The results of the interview with Jesi showed that ChatGPT 3.5 helped participants produce richer writing by providing feedback in the form of suggestions for additional ideas and relevant information.
10	S2-CR-EB-3	Oke, biasanya kalau berhubungan dengan argumen dalam sebuah artikel, ChatGPT membantu saya dengan perintah dimana saya meminta teori-teori yang relevan ataupun penelitian sebelumnya yang relevan dengan argumen yang ingin dibahas. Jadi, argumen yang saya mau bahas itu harus berlandasan dengan teori-teori serta bukti, dan data, dan fakta yang real tanpa rekayasa. Dan untuk mem-validiasi hal tersebut, biasanya saya mencoba untuk mengeceknya kembali lewat Google ataupun jurnal-jurnal terkait.	The results of the interview with Jesi show that ChatGPT plays a role in helping participants strengthen arguments in writing by providing theories or references to previous research that are relevant to the topic of the writing.
11	S2-CR-CCS-2	Oke, Writer's block di sini adalah tentang kalau saya pribadi lebih ke	The results of the interview with Jesi,

		tidak tahu mau mulai menulis dari mana, ide-ide yang mau dituangkan apa saja, terus skema penulisannya bagaimana. Nah, ChatGPT 3.5 ini membantunya dengan cara yang pertama adalah memberikan ide-ide dasar, walaupun tidak terlalu komplit, tapi dia memberikan ide-ide dasar atau fondasi pertama dalam penulisan. Lalu saya kaitkan lagi dan saya berikan perintah baru dengan berikan skema penulisan yang lengkap, mulai dari introduction, isi, sampai closing, dengan ide-ide yang sudah saya minta di atas, dan urutkan dari yang paling urgency sampai Yang paling, dari yang paling umum ke paling khusus gitu. Yang ketiga baru perintahnya adalah, tolong lengkapi tata cara penulisannya dengan cara yang baik dan benar. Ketika mau ditulang ke tulisan, saya akan mengelaborasi lagi dengan gaya bahasa saya sendiri.	showed that participants overcame writer's block by providing detailed prompts and follow-up prompts to ChatGPT, so that the responses produced could effectively help overcome the impasse in writing.
12	S2-CR-CCS-2	Cara ChatGPT membantu saya dalam mengembalikan kreativitas saya adalah dengan menyuguhkan hal-hal atau ide-ide baru yang tidak terpikirkan oleh saya sebelumnya. Sehingga saat saya merasa kehabisan ide, saya bisa sekali untuk menemukan ide baru dan lagi-lagi saya akan elaborasi dengan ide saya sendiri.	The results of the interview with Jesi show that ChatGPT plays a role in reawakening the creativity of participants by providing new ideas that were previously unthinkable. This inspires participants to elaborate ideas from ChatGPT with their own ideas.

INTERVIEW DATA RESULT OF THE ROLE OF CHATGPT 3.5 IN FOSTERING STUDENTS' CURIOSITY

No	Subjects	Components	The Role of ChatGPT 3.5 in Fostering Students' Curiosity
1	AKA (Student 1)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI's quick responses on curiosity
2	JN (Student 2)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI's quick responses on curiosity
3	FA (Student 3)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Persistence	1. Overcoming challenges and continuous revision
4	RS (Student 4)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Persistence	1. Overcoming challenges and continuous revision

		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI's quick responses on curiosity
5	LN (Student 5)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
6	MIF (Student 6)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI's quick responses on curiosity

INTERVIEW DATA RESULT OF THE ROLE OF CHATGPT 3.5 IN SUPPORTING STUDENTS' CREATIVITY

NO	Subjects	Interview Data	Components	The Role of ChatGPT 3.5 in Supporting Students' Creativity
1	AKA (Students 1)	S1-CR-O-1 S1-CR-O-3	Originality	1. Helps to find new, creative and original writing ideas 2. Supporting the use of creative language
		S1-CR-F-1 S1-CR-F-2	Fluency	1. Make it easier to find new ideas 2. Helps generate various ideas in a short time
		S1-CR-FX-1 S1-CR-FX-2	Flexibility	1. Helps with writing in a variety of writing formats 2. Helps transition between writing styles and connect them
		S1-CR-EB-1 S1-CR-EB-2 S1-CR-EB-3	Elaboration	1. Helps develop initial ideas into structured and complete writing 2. Helps enrich writing with additional details and information 3. Helps strengthen arguments
		S1-CR-CCS-1 S1-CR-CCS-2	ChatGPT 3.5 as Creativity Supporter	1. Helps overcome writer's block 2. Helps restore creativity by providing various ideas and inspiration
2	JN (Student 2)	S2-CR-O-2 S2-CR-O-3	Originality	1. Helps to find new ideas, theories and perspectives

				2. Helps to find unique and unexpected ideas
		S2-CR-F-1 S2-CR-F-2	Fluency	1. Make it easier to find new ideas 2. Helps generate various ideas in a short time
		S2-CR-FX-1 S2-CR-FX-2	Flexibility	1. Helps with writing in various writing formats 2. Helps with transitions between writing styles
		S2-CR-EB-1 S2-CR-EB-2 S2-CR-EB-3	Elaboration	1. Helps develop initial ideas 2. Helps enrich writing 3. Helps strengthen arguments
		S2-CR-CCS-2 S2-CR-CCS-2	ChatGPT 3.5 as Creativity Supporter	1. Helps overcome writer's block 2. Helps restore creativity by providing new ideas that were not thought of
3	FA (Student 3)	S2-CR-O-1 S2-CR-O-2 S2-CR-O-3	Originality	1. Helps to discover new ideas, theories and perspectives 2. Helps to discover unique and unexpected ideas 3. Supports the use of creative language
		S2-CR-F-1	Fluency	1. Makes it easier to find new ideas and the information you need
		S2-CR-FX-2	Flexibility	1. Helps transition between writing styles
		S2-CR-EB-1 S2-CR-EB-2	Elaboration	1. Helps develop initial ideas

		S2-CR-EB-3		2. Helps enrich writing 3. Helps strengthen arguments
		S2-CR-CCS-2	ChatGPT 3.5 as Creativity Supporter	1. Helps restore creativity by providing inspiration or previously unthinkable ideas and providing suggestions for decision making.
4	RS (Student 4)	S4-CR-O-1 S4-CR-O-2 S4-CR-O-3	Originality	1. Helps to discover new ideas, theories and perspectives 2. Helps to discover unique and unexpected ideas 3. Supports the use of creative language
		S4-CR-F-1 S4-CR-F-2	Fluency	1. Make it easier to find new ideas 2. Helps generate various ideas in a short time
		S4-CR-FX-1 S4-CR-FX-2	Flexibility	1. Helps with writing in various writing formats 2. Helps with transitions between writing styles
		S4-CR-EB-1 S4-CR-EB-2 S4-CR-EB-3	Elaboration	1. Helps develop initial ideas 2. Helps enrich writing 3. Helps strengthen arguments
		S4-CR-CCS-2 S4-CR-CCS-2	ChatGPT 3.5 as Creativity Supporter	1. Helps overcome writer's block 2. Helps restore creativity by providing new ideas and developing writing ideas

5	LN (Student 5)	S5-CR-O-1 S5-CR-O-2	Originality	1. Helps find new ideas 2. Helps find unique and unexpected ideas
		S5-CR-F-1 S5-CR-F-2	Fluency	1. Make it easier to find new ideas 2. Helps generate various ideas in a short time
		S5-CR-EB-1 S5-CR-EB-2 S5-CR-EB-3	Elaboration	1. Helps develop initial ideas 2. Helps enrich writing 3. Helps strengthen arguments
		S5-CR-CCS-2 S5-CR-CCS-2	ChatGPT 3.5 as Creativity Supporter	1. Helps overcome writer's block 2. Helps restore creativity by providing new ideas and inspiration
6	MIF (Student 6)	S2-CR-O-1 S2-CR-O-2	Originality	1. Helps to find creative ideas by combining several concept ideas 2. Helps to find unique and unexpected ideas
		S2-CR-F-1 S2-CR-F-2	Fluency	1. Make it easier to find new ideas 2. Helps generate various ideas in a short time
		S2-CR-FX-2	Flexibility	1. Helps transition between writing styles
		S2-CR-EB-1 S2-CR-EB-2 S2-CR-EB-3	Elaboration	1. Helps develop initial ideas 2. Helps enrich writing 3. Helps strengthen arguments
			ChatGPT 3.5 as Creativity Supporter	1. Helps overcome writer's block

				2. Helps restore creativity by providing new ideas and perspectives

APPENDIX 3

DATA OF DOCUMENT ANALYSIS

Example 1

Name : Rajes Sadeva (Students 4)

Nim : 22551041

The Role of ChatGPT 3.5 in Fostering Students' Curiosity

1. Exploration
    a. Chat History

        "What are the important aspects that need to be discussed in an essay on How to write a good essay" (Prompt ini mengindikasikan ketidak familiaran partisipan dengan topik penulisan, dan partisipan berupaya melakukan eksplorasi informasi dan pemahaman tentang topik tersebut. Hal ini merefleksikan parameter Engagement with new insights, perspectives, and topics, dimana partisipan terlibat dalam pencarian informasi, pemahaman serta perspektif baru mengenai topik penulisan).

    b. Essay

        "In this discussion, we'll explore four key challenges associated with using writing tools like ChatGPT, shedding light on the complexities involved in leveraging AI for writing task" (Kutipan ini mengindikasikan bahwa partisipan tidak hanya menggambarkan ChatGPT secara umum, tapi fokus mengeksplorasi tantangan penggunaannya, termasuk aspek teknis dan etis. Hal ini merefleksikan parameter Engagement with new insights, perspectives, and topics, dimana esai yang dibuat membahas secara mendalam mengenai ChatGPT, yang mencerminkan keterlibatan partisipan dalam eksplorasi mendalam tentang topik penulisan).

2. Openness to Experience
    a. Chat History

        "Are there any other perspectives that can be added to enrich this essay?" (Prompt ini mengindikasikan keterbukaan partisipan dengan perspektif, ide dan teori yang dapat memperkaya esai yang telah dibuat. Hal ini

merefleksikan parameter Experimentation with writing styles and viewpoints).

b. Essay

"Using writing tools like ChatGPT can greatly enhance productivity and creativity, offering instant access to a wealth of information and assistance in crafting written content. However, alongside their benefits, these tools present a unique set of challenges that users must navigate.", "While ChatGPT excels in understanding and generating text, it may occasionally produce responses that are inaccurate or lack coherence" & "Users must be mindful of this potential bias and take proactive steps to mitigate it, such as diversifying training data sources and critically evaluating the generated content for bias." (Kutipan-kutipan ini menunjukkan keberagaman gaya penulisan yang digunakan oleh partisipan dalam esai mereka. Kutipan pertama menggunakan gaya atau nada yang informatif, kutipan kedua bersifat teknis dan analitis, dan kutipan ketiga menunjukkan gaya yang persuasif. Variasi ini mencerminkan eksplorasi berbagai gaya bahasa dan nada dalam esai yang juga merefleksikan parameter Experimentation with writing styles and viewpoints).

3. Investigate Interest

a. Chat History

"Provide sources or references that support the information in this essay!" (Prompt ini menunjukkan upaya partisipan dalam memverifikasi sumber atau referensi yang digunakan dalam esai yang telah dihasilkan. Hal ini mencerminkan bahwa ChatGPT 3.5 berkontribusi dalam mendorong partisipan untuk berpikir secara kritis dan analitis terhadap informasi yang disajikan. Selain itu, ChatGPT 3.5 merespons dengan memberikan link ke sumber dari informasi yang di terapkan di dalam esai. Hal ini merefleksikan parameter Critical questioning and verification of sources).

b. Essay

"Education Tech. (2022), Johnson, R. (2021), Miller, L. (2023)." (Kutipan ini mengindikasikan bahwa partisipan menggunakan berbagai sumber informasi dalam menulis esai. Hal ini menunjukkan usaha investigatif untuk mendukung argumen serta mencerminkan kecenderungan untuk menyelidiki secara kritis dan memperkuat ide melalui data dan teori yang sudah di verifikasi, hal ini merefleksikan parameter Critical questioning and verification of sources).

4. Joy in Learning
   a. Chat History

      "None"

   b. Essay

      "None"

5. Persistence
   a. Chat History

      "Rewrite this paragraph to be longer and more in-depth" & "Paraphrase this essay to sound more natural and less stiff like AI" (Kedua prompt ini mengindikasi bahwa partisipan mencoba melakukan revisi agar esai yang dibuat menjadi lebih informatif dan mendalam, serta memperbaiki masalah gaya Bahasa yang digunakan agar esai yang di hasilkan memiliki gaya Bahasa yang lebih natural dan mudah dipahami. Hal ini merefleksikan parameter Overcoming challenges and continuous revision).

   b. Essay

      "None"

6. Chat GPT 3.5 as a Curiosity Facilitator
   a. Chat History

      "Explain the meaning of the word/phrase proofreading in the context of this essay" (Prompt ini mencerminkan keterlibatan lebih lanjut dari partisipan terhadap respons yang dihasilkan oleh ChatGPT 3.5. Hal ini menunjukkan bahwa respons cepat dan mudah diakses dari AI dapat membangkitkan rasa ingin tahu, mendorong partisipan untuk mengeksplorasi istilah atau konsep

tertentu secara lebih mendalam. Dengan demikian, ini mencerminkan bagaimana respons cepat dari AI dapat memengaruhi peningkatan rasa ingin tahu pengguna. Hal ini berkaitan dengan parameter Influence of AI's quick responses on curiosity).

b. Essay

"None"

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	✓
1	The role of ChatGPT 3.5 in fostering students' curiosity	Curiosity in Writing	Exploration	Engagement with new insights, perspectives, and topics	Evidence of diverse exploration and curiosity-driven writing.	✓
			Openness to Experience	Experimentation with writing styles and viewpoints	Willingness to try new styles and perspectives.	✓
			Investigative Interest	Critical questioning and verification of sources	Efforts in inquiry, evaluating, and verifying information.	✓
			Joy in Learning	Enjoyment, motivation, and writing improvement	Reflection of enthusiasm, growth, and engagement.	✗
			Persistence	Overcoming challenges and	Resilience and	✓

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	✓
				continuous revision	commitment to improving writing.	
			ChatGPT 3.5 as a Curiosity Facilitator	Frequency and depth of follow-up questions	Reflection of ongoing curiosity and deeper questioning.	✗
				Influence of AI's quick responses on curiosity	Further exploration and engagement with AI responses.	✓

Example 2

Nama: M Ikhsan Fachrizal

Nim: 22551025

The Role of ChatGPT 3.5 in Supporting Students' Creativity

1. Originality
    a. Chat History

        “I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic” (Prompt ini mengindikasikan upaya partisipan dalam mencari informasi tentang topik penulisan. ChatGPT 3.5 merespons dengan memberikan outline esai yang berisi beragam ide penulisan yang menarik terkait topik penulisan. Tindakan berlanjut ke Prompt follow up “Now make me a complete essay based on this outline” dimana ChatGPT 3.5 merespons dengan memberikan Esai lengkap berdasarkan outline yang diberikan di prompt sebelumnya. Selanjutnya, berlanjut ke prompt “Now add theories and references from several journals or articles that are relevant to this topic” yang mengindikasikan upaya partisipan memasukkan teori-teori, ide dan perspektif expert yang berkaitan dengan topik penulisan. ChatGPT 3.5 merespons dengan menambahkan teori, perspektif dan informasi tambahan ke dalam esai. Selain itu ada juga prompt lainnya yaitu “Make this essay more natural” dan “make this essay more complete and detailed” yang membuat ChatGPT 3.5 merespons dengan melakukan revisi terhadap esai, dengan menulis ulang teks dengan kata-kata yang berbeda serta menambahkan detail-detail tambahan ke dalam esai sehingga tercipta esai yang informatif dan orisinal. Hal ini menunjukkan kehebatan ChatGPT 3.5 dalam membantu partisipan dalam membuat esai yang orisinal dan menarik, yang mana hal ini merefleksikan parameter Generation of fresh and unique ideas).

    b. Essay

“A Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content. A computational collaborator could combine human and machine intelligence in ways that enhance, rather than diminish, human creativity” (Kutipan ini mengindikasikan bahwa partisipan membahas ide yang fresh, partisipan mencoba ide kreatif yang mengolaborasikan antara manusia dan AI. Hal ini berkaitan dengan parameter Generation of fresh and unique ideas, dimana esai yang dihasilkan mencerminkan pemikiran kreatif partisipan dalam merancang tulisan yang orisinal dan inovatif, melalui perpaduan ide mengenai manusia dan kecerdasan buatan (AI)).

“In the digital content industry, artificial intelligence is used for personalized content creation, search engine optimization, predictive analysis, and pola analysis. This allows the company to more effectively understand the preferences of its customers, increase customer interaction, and provide more relevant and interesting feedback. “Big Data is characterized not just by its Volume, but by its great Variety and Velocity.” (Kutipan ini mengindikasikan bahwa partisipan menggunakan bahasa kreatif dan kutipan yang ekspresif. Hal ini menunjukkan orisinalitas dalam penulisan, yang mana hal ini berkaitan dengan parameter Use of unexpected perspectives and creative language).

2. Fluency
   a. Chat History

   “I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic” (Prompt ini menunjukkan upaya partisipan dalam mengeksplorasi topik yang kompleks dengan bantuan ChatGPT 3.5. ChatGPT 3.5 merespons dengan memberikan sebuah kerangka esai yang terstruktur, yang memuat beragam ide penulisan, mulai dari konteks historis, penerapan saat ini, hingga potensi perkembangan AI di masa depan dalam ranah produksi konten digital. Respons ini menunjukkan efektivitas

ChatGPT dalam mendukung proses generasi ide secara cepat dan terorganisir. Selain itu, prompt ini memperlihatkan bagaimana partisipan mampu mengakses berbagai perspektif dan sub-topik dalam waktu singkat. Hal ini sejalan dengan indikator Ease in brainstorming multiple ideas, karena ChatGPT 3.5 memungkinkan pengguna untuk menghasilkan banyak ide yang relevan dan tersusun secara sistematis, sehingga sangat membantu pada tahap awal proses penulisan akademik).

b. Essay

"None"

3. Flexibility

a. Chat History

"Make this essay more natural" (Prompt ini menunjukkan bahwa partisipan berupaya memodifikasi gaya penulisan yang dihasilkan oleh ChatGPT 3.5 menjadi lebih natural dan sesuai dengan preferensinya. ChatGPT 3.5 merespons dengan menyesuaikan gaya tulisan dari yang semula bersifat formal dan kaku menjadi lebih kasual dan komunikatif. Hal ini mencerminkan adanya proses eksplorasi dan eksperimen partisipan terhadap berbagai gaya penulisan, yang merefleksikan parameter Adaptability in tone and stylistic changes).

b. Essay

"Joseph Weizenbaum's groundbreaking computer software ELIZA, which was developed in the 1960s, is where our story starts", "Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content." & "However, the use of AI technology in the digital content industry also creates new challenges, particularly related to content censorship and cipta." (Kutipan-kutipan ini menunjukkan penggunaan gaya penulisan yang bervariasi sesuai dengan konteks pembahasan masing-masing. Kutipan pertama menggunakan gaya atau nada yang ekspositori, kutipan kedua bersifat argumentatif, dan kutipan ketiga menunjukkan gaya yang reflektif. Variasi ini mencerminkan

kemampuan partisipan untuk beradaptasi dalam penggunaan nada dan perubahan gaya penulisan, yang sejalan dengan parameter Adaptability in tone and stylistic changes).

4. Elaboration

   a. Chat History

      "Make this essay more complete and detailed" (Prompt ini mengindikasikan adanya upaya partisipan untuk membuat tulisan menjadi lebih lengkap dan detail. Selain itu, prompt yang diberikan membuat ChatGPT 3.5 memberikan respons berupa penambahan detail-detail dan informasi tambahan untuk setiap ide yang sudah di tulis didalam esai. Hal ini berkaitan dengan parameter Expansion of initial ideas with detailed content, dimana prompt yang diberikan mencerminkan upaya partisipan untuk mengembangkan esai yang telah dibuat, serta dengan bantuan ChatGPT 3.5 partisipan mampu memperdalam tulisan dengan penambahan detail pendukung ide penulisan dengan efisien).

   b. Essay

      "The use of AI technology in creating digital content also highlights changes in the relationship between humans and machines in creative processes. Even though artificial intelligence (AI) can assist in content creation, humans are still considered to be emotional and disciplined creators. Combining human and machine intelligence results in a powerful combination that yields meaningful and accurate digital content." (Kutipan ini mengindikasikan bahwa partisipan mampu menguraikan ide dengan perincian dan penjelasan yang runtut. Di dalam esai ini partisipan tidak hanya menyampaikan pendapat, tetapi juga memberikan argumen pendukung yang logis dan menjelaskan konteks hubungan manusia dan mesin dalam proses kreatif. Hal ini mencerminkan kemampuan partisipan dalam mengelaborasi ide penulisan. Hal ini berkaitan dengan parameter Strengthening arguments and adding background information, di mana esai

disusun dengan menambahkan informasi pendukung dan argumen yang memperkuat isi tulisan).

5. ChatGPT 3.5 as Creativity Supporter
   a. Chat History

      “I want to write an essay on the topic "Revealing the Origin and Evolution of Ai Technology in Digital Content Creation" please provide information about this topic” (Prompt ini menunjukkan bahwa partisipan mencari inspirasi dan informasi untuk mendukung proses menulis. ChatGPT 3.5 memberikan respons berupa outline esai yang dapat digunakan sebagai sumber inspirasi sekaligus sebagai titik awal dalam pengembangan tulisan. Hal ini mencerminkan parameter Using AI to reignite creativity and find inspiration, yang menunjukkan upaya mencari inspirasi untuk memulai penulisan.)

   b. Essay

      “None”

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	✓
1	The role of ChatGPT 3.5 in supporting students' creativity	Creativity in Writing	Originality	Generation of fresh and unique ideas	Writing demonstrates originality and creative thought.	✓
				Use of unexpected perspectives and creative language	Shows ability to apply new viewpoints and expressive language.	✓

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	✓
			Fluency	Ease in brainstorming multiple ideas	Produces diverse ideas efficiently and quickly.	✓
				Speed and volume of idea generation	Demonstrates increased idea flow and productivity.	✗
			Flexibility	Ability to write in multiple formats and styles	Writing transitions smoothly between different forms.	✗
				Adaptability in tone and stylistic changes	Shows versatility in writing approaches.	✓
			Elaboration	Expansion of initial ideas with detailed content	Writing is enriched with depth and supporting details.	✓
				Strengthening arguments and adding	Demonstrates improvement in structure	✓

No	Aspect	Indicator	Sub-Indicator	Parameters	Assessment Criteria	✓
				background information	and logical flow.	
			ChatGPT 3.5 as a Creativity Facilitator	Using AI to reignite creativity and find inspiration	Writing reflects problem-solving and renewed creativity.	✓

DOCUMENT ANALYSIS DATA RESULT OF THE ROLE OF CHATGPT 3.5 IN FOSTERING STUDENTS' CURIOSITY

No	Subjects	Components	The Role of ChatGPT 3.5 in Fostering Students' Curiosity
1	AKA (Student 1)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
		ChatGPT 3.5 as Curiosity Facilitator	1. Frequency and depth of follow-up questions
2	JN (Student 2)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI’s quick responses on curiosity
3	FA (Student 3)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Persistence	1. Overcoming challenges and continuous revision
4	RS (Student 4)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Persistence	1. Overcoming challenges and continuous revision

		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI's quick responses on curiosity
5	LN (Student 5)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
6	MIF (Student 6)	Exploration	1. Engagement with new insights, perspectives, and topics
		Openness to experience	1. Experimentation with writing styles and viewpoints
		Investigate Interest	1. Critical questioning and verification of sources
		Joy in Learning	1. Enjoyment, motivation, and writing improvement
		Persistence	1. Overcoming challenges and continuous revision
		ChatGPT 3.5 as Curiosity Facilitator	1. Influence of AI's quick responses on curiosity

DOCUMENT ANALYSIS DATA RESULT OF THE ROLE OF CHATGPT 3.5 IN SUPPORTING STUDENTS' CREATIVITY

No	Subjects	Components	The Role of ChatGPT 3.5 in Supporting Students' Creativity
1	AKA (Student 1)	Originality	1. Generation of fresh and unique ideas 2. Use of unexpected perspectives and creative language
		Fluency	1. Ease in brainstorming multiple ideas 2. Speed and volume of idea generation
		Flexibility	1. Adaptability in tone and stylistic changes
		Elaboration	1. Expansion of initial ideas with detailed content 2. Strengthening arguments and adding background information
		ChatGPT 3.5 as Creativity Supporter	1. Using AI to reignite creativity and find inspiration
2	JN (Student 2)	Originality	1. Generation of fresh and unique ideas 2. Use of unexpected perspectives and creative language
		Fluency	1. Ease in brainstorming multiple ideas 2. Speed and volume of idea generation
		Elaboration	1. Expansion of initial ideas with detailed content 2. Strengthening arguments and adding background information
3	FA (Student 3)	Originality	1. Generation of fresh and unique ideas 2. Use of unexpected perspectives and creative language

		Flexibility	1. Adaptability in tone and stylistic changes
		Elaboration	1. Expansion of initial ideas with detailed content 2. Strengthening arguments and adding background information
4	RS (Student 4)	Originality	1. Generation of fresh and unique ideas
		Fluency	1. Ease in brainstorming multiple ideas
		Flexibility	1. Adaptability in tone and stylistic changes
		Elaboration	1. Expansion of initial ideas with detailed content 2. Strengthening arguments and adding background information
		ChatGPT 3.5 as Creativity Supporter	1. Using AI to reignite creativity and find inspiration
5	LN (Student 5)	Originality	1. Generation of fresh and unique ideas
		Fluency	1. Ease in brainstorming multiple ideas 2. Speed and volume of idea generation
		Elaboration	1. Expansion of initial ideas with detailed content 2. Strengthening arguments and adding background information
		ChatGPT 3.5 as Creativity Supporter	1. Using AI to reignite creativity and find inspiration
6	MIF (Student 6)	Originality	1. Generation of fresh and unique ideas 2. Use of unexpected perspectives and creative language
		Fluency	1. Ease in brainstorming multiple ideas

		Flexibility	1. Adaptability in tone and stylistic changes
		Elaboration	1. Expansion of initial ideas with detailed content 2. Strengthening arguments and adding background information
		ChatGPT 3.5 as Creativity Supporter	1. Using AI to reignite creativity and find inspiration

APPENDIX 4

DOCUMENTATION

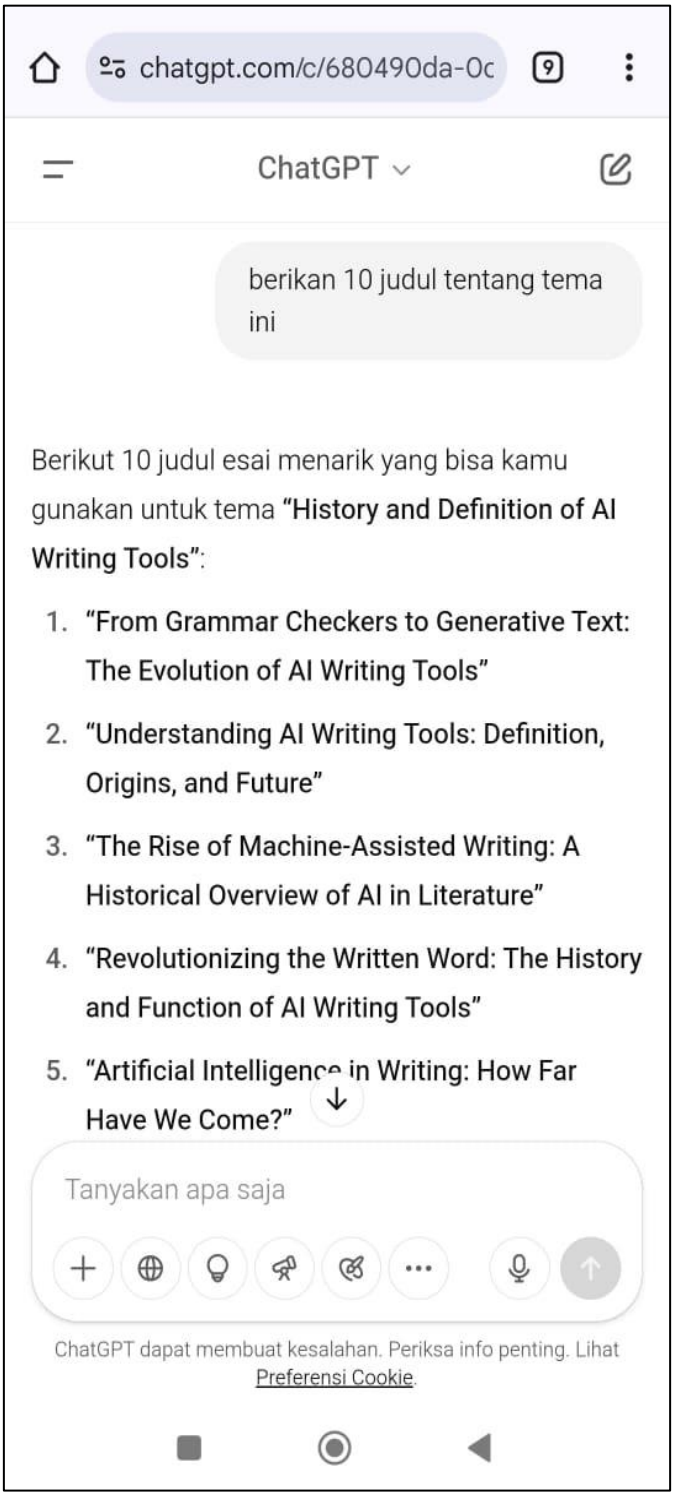
Everyone Has
THEIR own
CHANCE
If You Get
Tired
Learn to Rest
Not Quit

Everyone Has
THEIR own
CHANCE
If You Get
Tired
Learn to Rest
Not Quit

THEIR own
CHANCE to change
Learn to Rest
NOT QUIT

If You Get Tired
Learn to Rest
NOT QUIT

Jn & everything


chatgpt.com/c/680490da-0c
ChatGPT
berikan 10 judul tentang tema ini
Berikut 10 judul esai menarik yang bisa kamu gunakan untuk tema "History and Definition of AI Writing Tools":
1. "From Grammar Checkers to Generative Text: The Evolution of AI Writing Tools"
2. "Understanding AI Writing Tools: Definition, Origins, and Future"
3. "The Rise of Machine-Assisted Writing: A Historical Overview of AI in Literature"
4. "Revolutionizing the Written Word: The History and Function of AI Writing Tools"
5. "Artificial Intelligence in Writing: How Far Have We Come?"
Tanyakan apa saja
ChatGPT dapat membuat kesalahan. Periksa info penting. Lihat Preferensi Cookie.

chatgpt.com/c/680490da-0c
ChatGPT
ChatGPT saya ingin menulis esai tentang History and Definition of AI Writing tools, berikan saya informasi yang dapat membantu saya menulis esai dengan topik ini
Tentu! Berikut adalah poin-poin penting dan informasi yang bisa kamu gunakan untuk menulis esai dengan topik "History and Definition of AI Writing Tools". Aku susun dalam urutan logis agar mudah kamu kembangkan menjadi paragraf-paragraf esai:
1. Definisi AI Writir Tools
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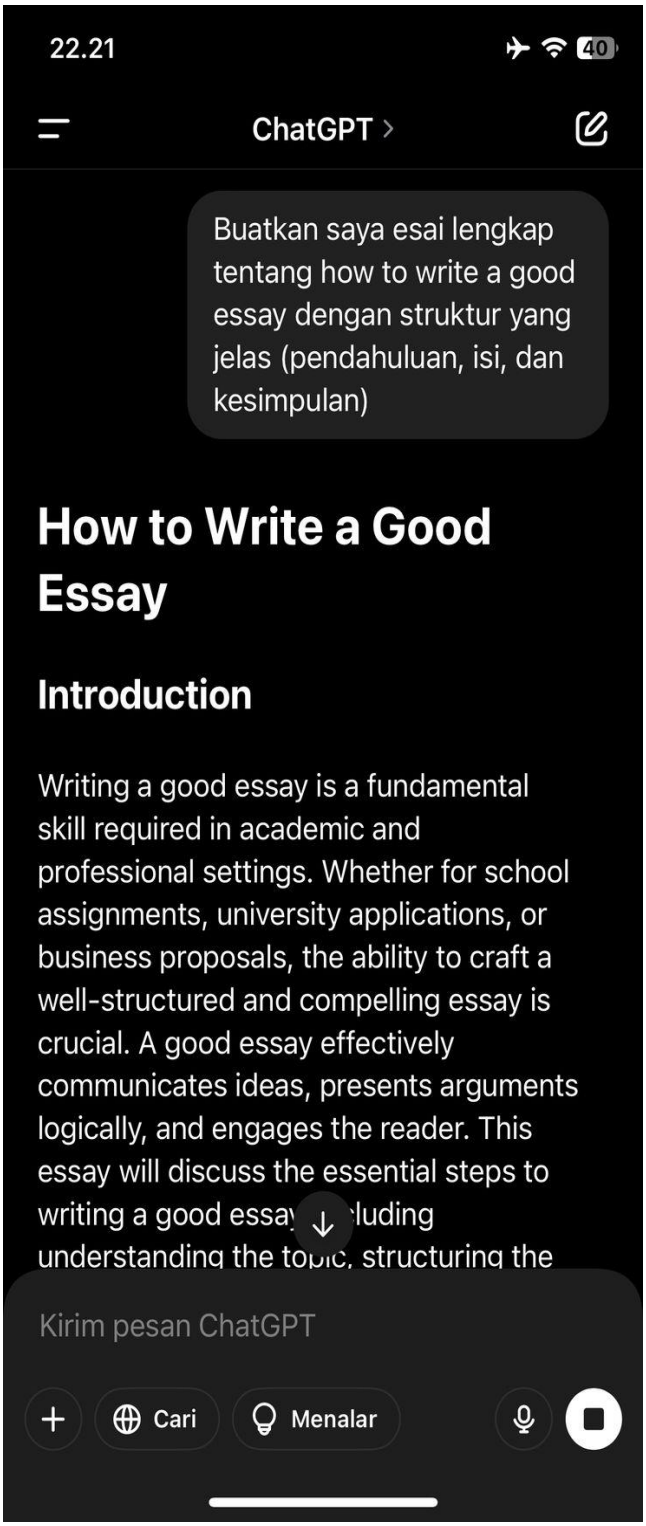
22.21
ChatGPT
Buatkan saya esai lengkap tentang how to write a good essay dengan struktur yang jelas (pendahuluan, isi, dan kesimpulan)
How to Write a Good Essay
Introduction
Writing a good essay is a fundamental skill required in academic and professional settings. Whether for school assignments, university applications, or business proposals, the ability to craft a well-structured and compelling essay is crucial. A good essay effectively communicates ideas, presents arguments logically, and engages the reader. This essay will discuss the essential steps to writing a good essay, including understanding the topic, structuring the
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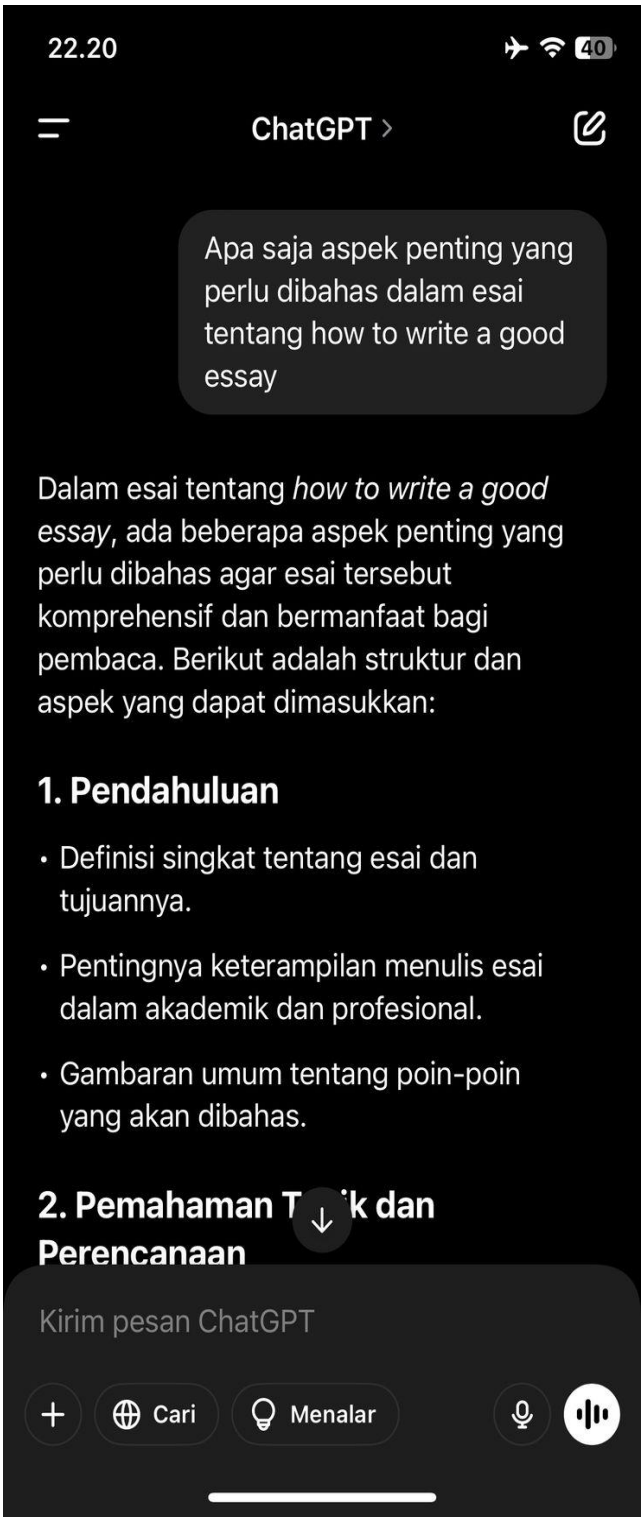
Cari
Menalar


22.20
ChatGPT
Apa saja aspek penting yang perlu dibahas dalam esai tentang how to write a good essay
Dalam esai tentang *how to write a good essay*, ada beberapa aspek penting yang perlu dibahas agar esai tersebut komprehensif dan bermanfaat bagi pembaca. Berikut adalah struktur dan aspek yang dapat dimasukkan:
1. Pendahuluan
• Definisi singkat tentang esai dan tujuannya.
• Pentingnya keterampilan menulis esai dalam akademik dan profesional.
• Gambaran umum tentang poin-poin yang akan dibahas.
2. Pemahaman T k dan Perencanaan
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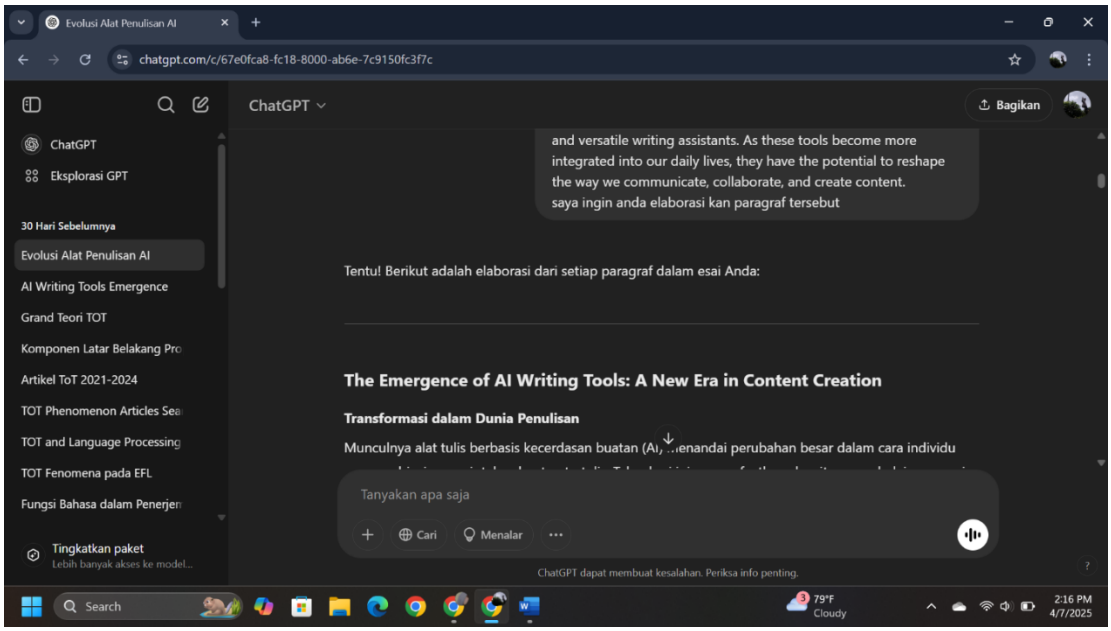
Menalar


Evolusi Alat Penulisan AI
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ChatGPT
Bagikan
ChatGPT
Eksplorasi GPT
30 Hari Sebelumnya
Evolusi Alat Penulisan AI
AI Writing Tools Emergence
Grand Teori TOT
Komponen Latar Belakang Pro
Artikel ToT 2021-2024
TOT Phenomenon Articles Sea
TOT and Language Processing
TOT Fenomena pada EFL
Fungsi Bahasa dalam Penerjem
Tingkatkan paket
Lebih banyak akses ke model...
and versatile writing assistants. As these tools become more integrated into our daily lives, they have the potential to reshape the way we communicate, collaborate, and create content.
saya ingin anda elaborasi kan paragraf tersebut
Tentu! Berikut adalah elaborasi dari setiap paragraf dalam esai Anda:
The Emergence of AI Writing Tools: A New Era in Content Creation
Transformasi dalam Dunia Penulisan
Munculnya alat tulis berbasis kecerdasan buatan (AI), menandai perubahan besar dalam cara individu
Tanyakan apa saja
Cari
Menalar
ChatGPT dapat membuat kesalahan. Periksa info penting.
Search
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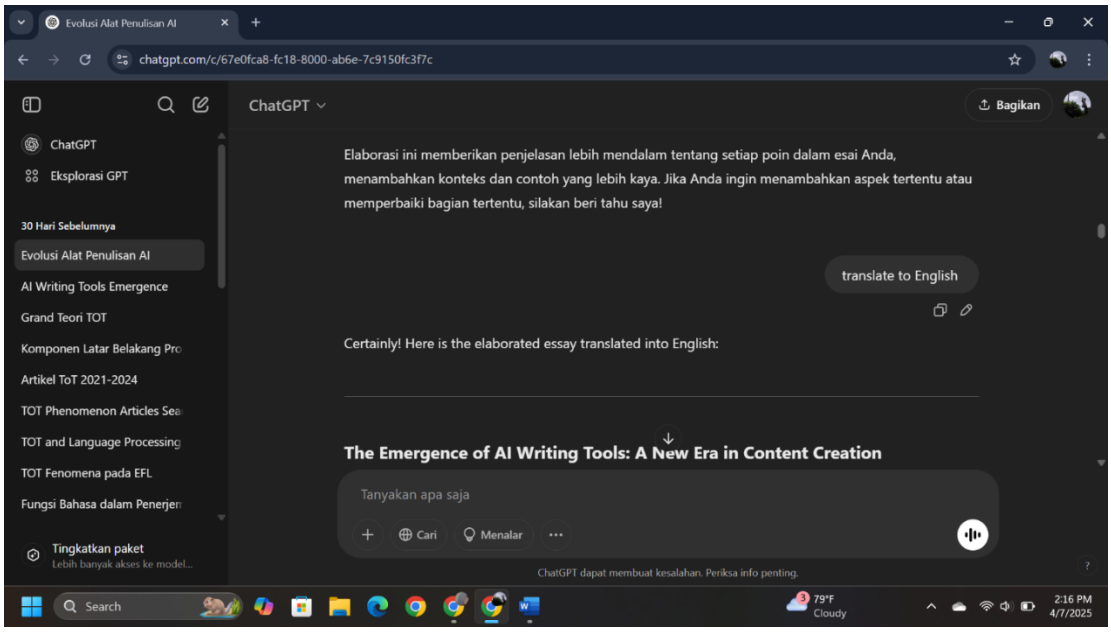
Cloudy
2:16 PM
4/7/2025


Evolusi Alat Penulisan AI
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ChatGPT
Bagikan
ChatGPT
Eksplorasi GPT
30 Hari Sebelumnya
Evolusi Alat Penulisan AI
AI Writing Tools Emergence
Grand Teori TOT
Komponen Latar Belakang Pro
Artikel ToT 2021-2024
TOT Phenomenon Articles Sea
TOT and Language Processing
TOT Fenomena pada EFL
Fungsi Bahasa dalam Penerjem
Tingkatkan paket
Lebih banyak akses ke model...
Elaborasi ini memberikan penjelasan lebih mendalam tentang setiap poin dalam esai Anda, menambahkan konteks dan contoh yang lebih kaya. Jika Anda ingin menambahkan aspek tertentu atau memperbaiki bagian tertentu, silakan beri tahu saya!
translate to English
Certainly! Here is the elaborated essay translated into English:
The Emergence of AI Writing Tools: A New Era in Content Creation
Tanyakan apa saja
Cari
Menalar
ChatGPT dapat membuat kesalahan. Periksa info penting.
Search
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Cloudy
2:16 PM
4/7/2025

14:17
chatgpt.com/c/67fa7d
ChatGPT
saya ingin menulis esai dengan topik "Revealing The Origin And Evolution Of Ai Technology In Digital Content Creation" tolong berikan informasi tentang topik ini
Tentu! Berikut adalah informasi yang dapat kamu gunakan untuk menulis esai berjudul "Revealing the Origin and Evolution of AI Technology in Digital Content Creation". Esai ini bisa dibagi menjadi beberapa bagian: pendahuluan, asal-usul AI, perkembangan AI dalam pembuatan konten digital, dampak, dan arah masa depan.
Tanyakan apa saja
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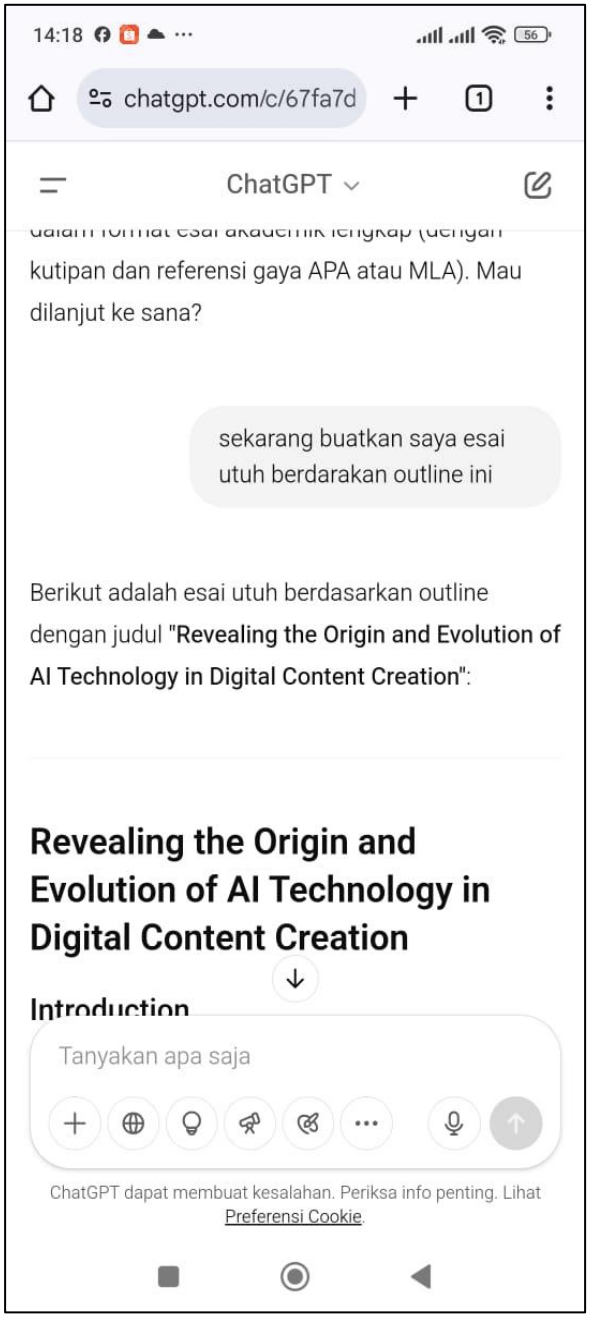
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ChatGPT
kutipan dan referensi gaya APA atau MLA). Mau dilanjut ke sana?
sekarang buatkan saya esai utuh berdarakan outline ini
Berikut adalah esai utuh berdasarkan outline dengan judul "Revealing the Origin and Evolution of AI Technology in Digital Content Creation":
Revealing the Origin and Evolution of AI Technology in Digital Content Creation
Introduction
Tanyakan apa saja
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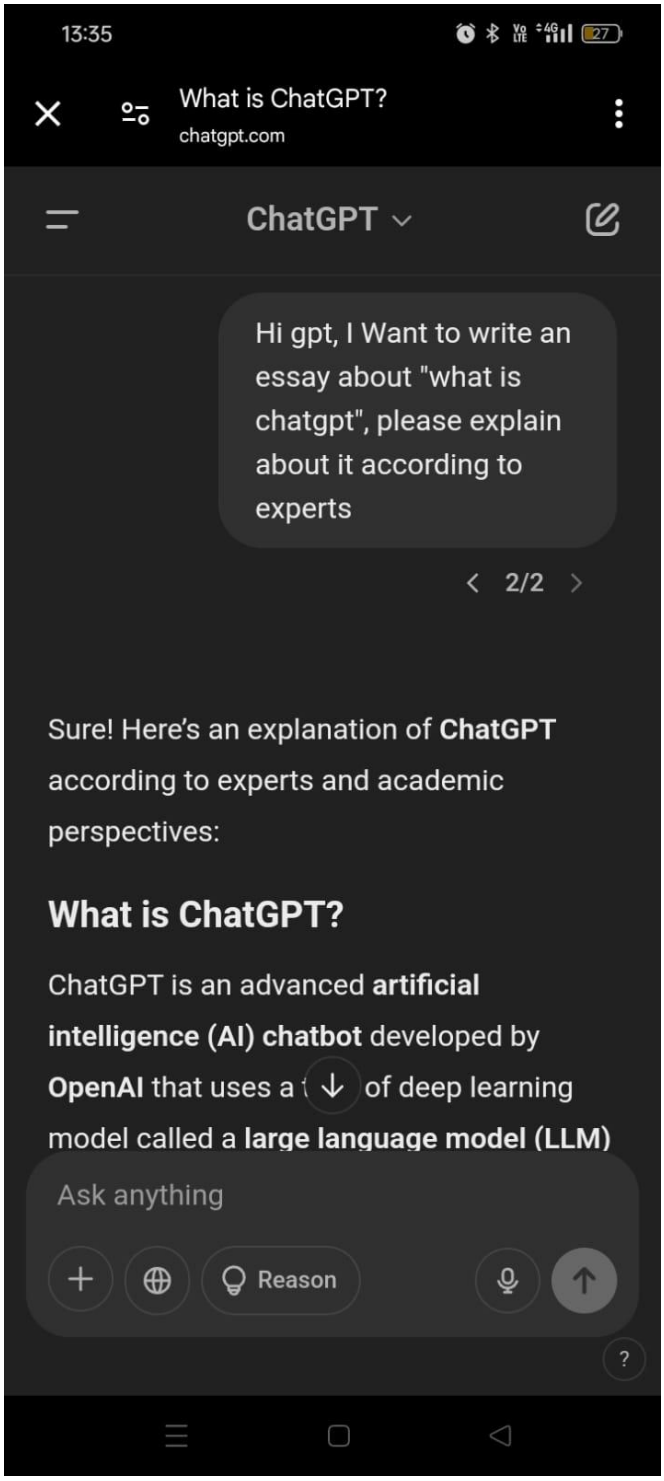
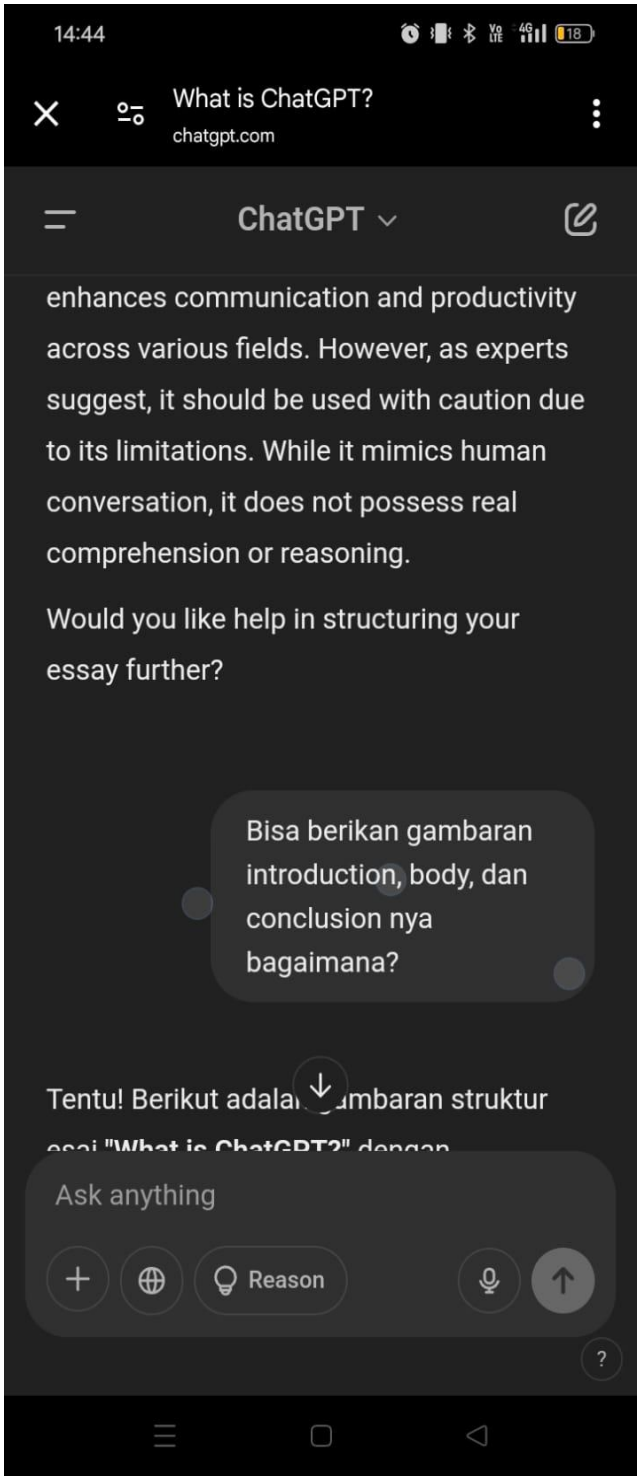
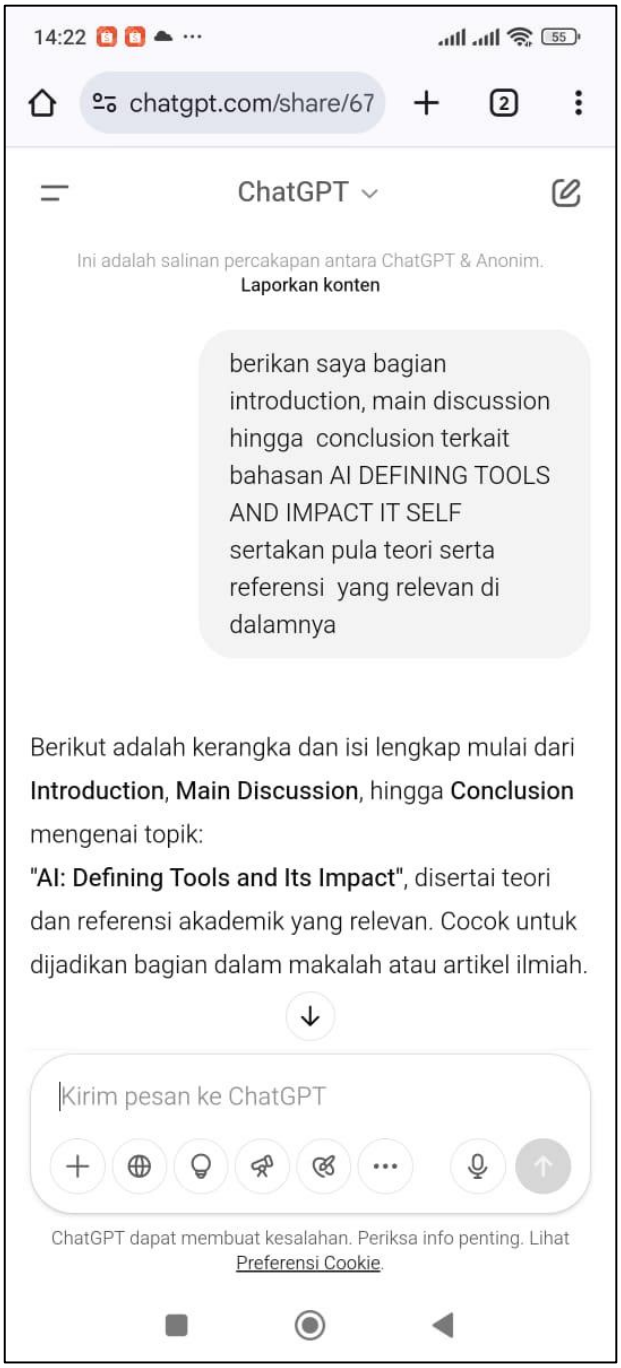

13:35
What is ChatGPT?
chatgpt.com
ChatGPT
Hi gpt, I Want to write an essay about "what is chatgpt", please explain about it according to experts
2/2
Sure! Here's an explanation of ChatGPT according to experts and academic perspectives:
What is ChatGPT?
ChatGPT is an advanced artificial intelligence (AI) chatbot developed by OpenAI that uses a
of deep learning model called a large language model (LLM)
Ask anything
Reason


14:44
What is ChatGPT?
chatgpt.com
ChatGPT
enhances communication and productivity across various fields. However, as experts suggest, it should be used with caution due to its limitations. While it mimics human conversation, it does not possess real comprehension or reasoning.
Would you like help in structuring your essay further?
Bisa berikan gambaran introduction, body, dan conclusion nya bagaimana?
Tentu! Berikut adala
mbaran struktur
Ask anything
Reason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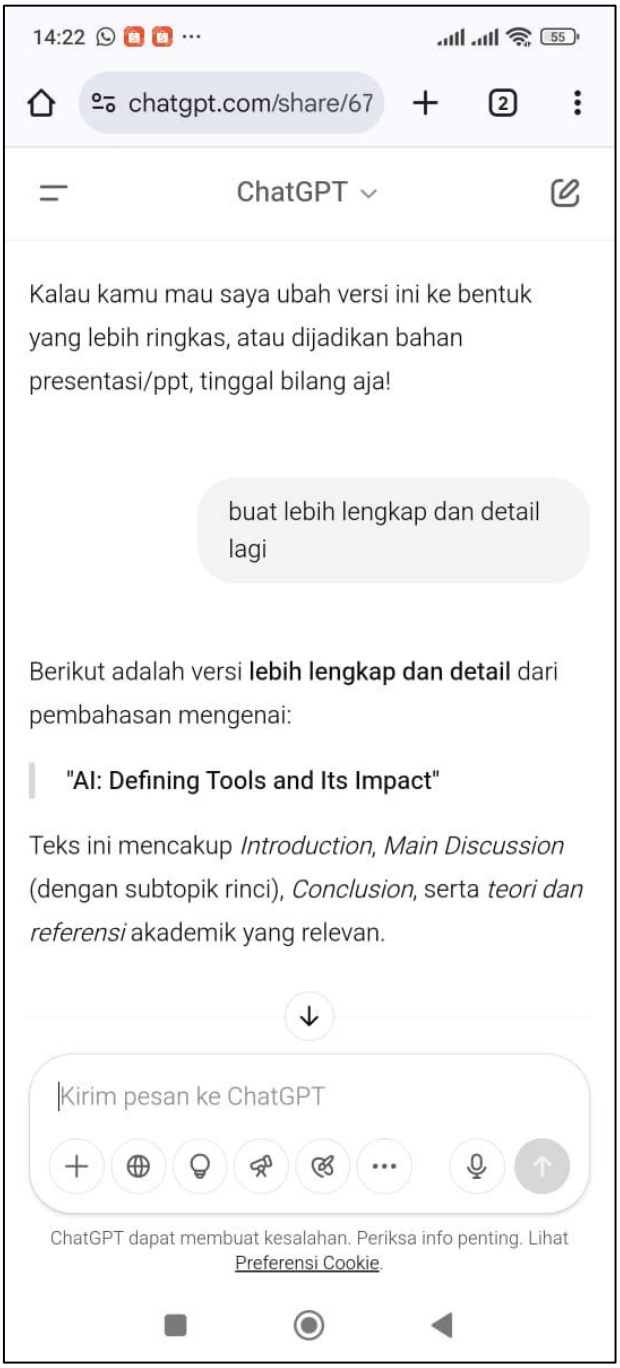
chatgpt.com/share/67
ChatGPT
Ini adalah salinan percakapan antara ChatGPT & Anonim.
Laporkan konten
berikan saya bagian introduction, main discussion hingga conclusion terkait bahasan AI DEFINING TOOLS AND IMPACT IT SELF sertakan pula teori serta referensi yang relevan di dalamnya
Berikut adalah kerangka dan isi lengkap mulai dari Introduction, Main Discussion, hingga Conclusion mengenai topik:
"AI: Defining Tools and Its Impact", disertai teori dan referensi akademik yang relevan. Cocok untuk dijadikan bagian dalam makalah atau artikel ilmiah.
Kirim pesan ke ChatGPT
ChatGPT dapat membuat kesalahan. Periksa info penting. Lihat Preferensi Cookie.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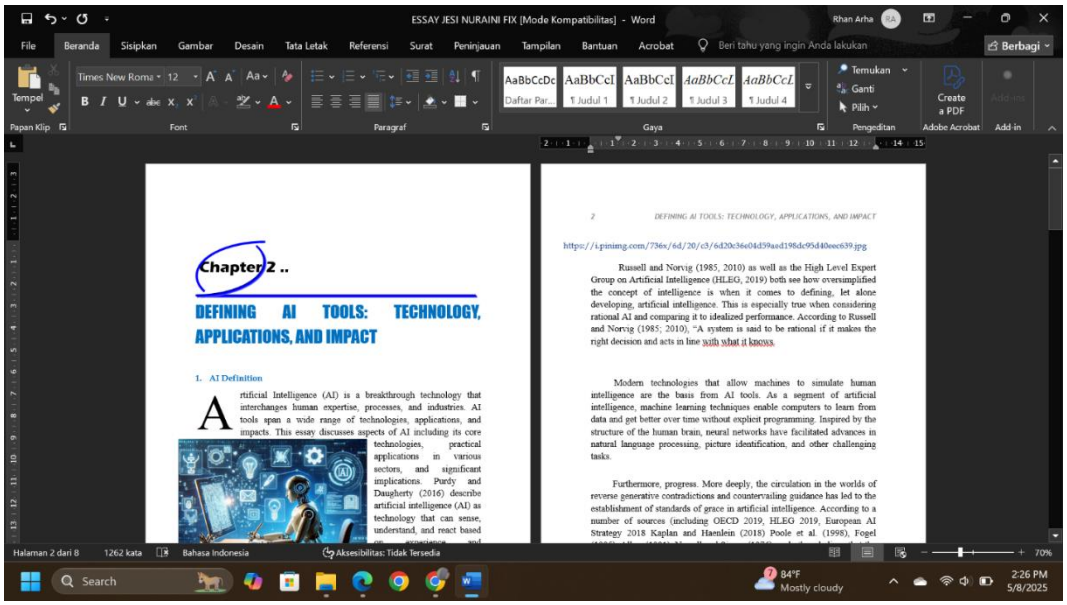
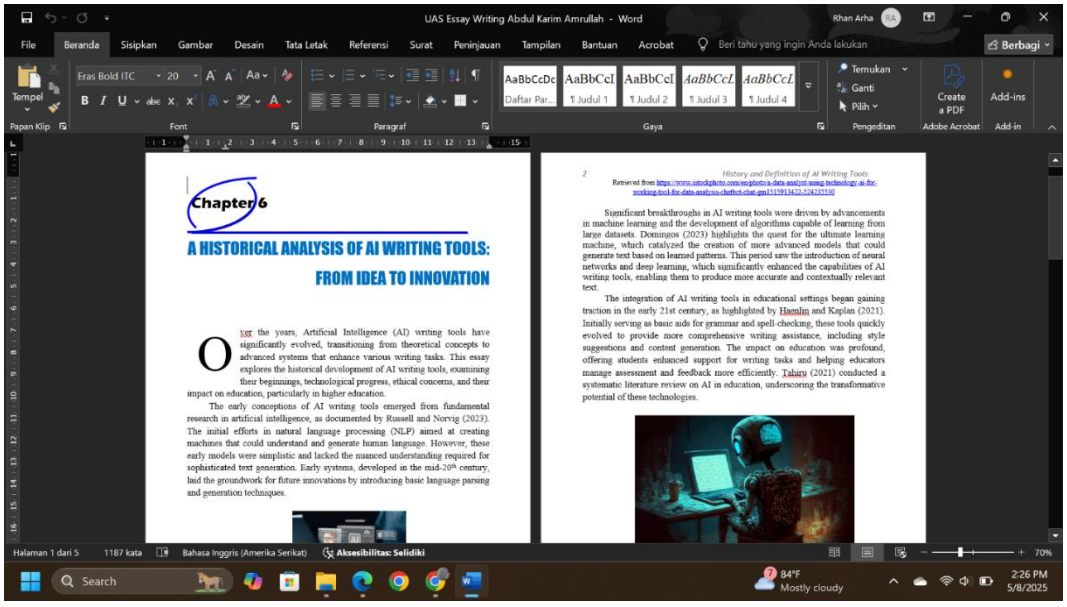
chatgpt.com/share/67
ChatGPT
Kalau kamu mau saya ubah versi ini ke bentuk yang lebih ringkas, atau dijadikan bahan presentasi/ppt, tinggal bilang aja!
buat lebih lengkap dan detail lagi
Berikut adalah versi lebih lengkap dan detail dari pembahasan mengenai:
"AI: Defining Tools and Its Impact"
Teks ini mencakup Introduction, Main Discussion (dengan subtopik rinci), Conclusion, serta teori dan referensi akademik yang relevan.
Kirim pesan ke ChatGPT
ChatGPT dapat membuat kesalahan. Periksa info penting. Lihat Preferensi Cookie.


ESSAY JESI NURAINI FIX [Mode Kompatibilitas] - Word
Chapter 2 ..
DEFINING AI TOOLS: TECHNOLOGY, APPLICATIONS, AND IMPACT
1. AI Definition
2 DEFINING AI TOOLS: TECHNOLOGY, APPLICATIONS, AND IMPACT
https://i.pinimg.com/736x/6d/20/c3/6d20c36e04d59aed198dc95d40eec639.jpg
Halaman 2 dari 8
1262 kata
Bahasa Indonesia
Aksesibilitas: Tidak Tersedia


UAS Essay Writing Abdul Karim Amrullah - Word
Chapter 6
A HISTORICAL ANALYSIS OF AI WRITING TOOLS: FROM IDEA TO INNOVATION
2 History and Definition of AI Writing Tools
Halaman 1 dari 5
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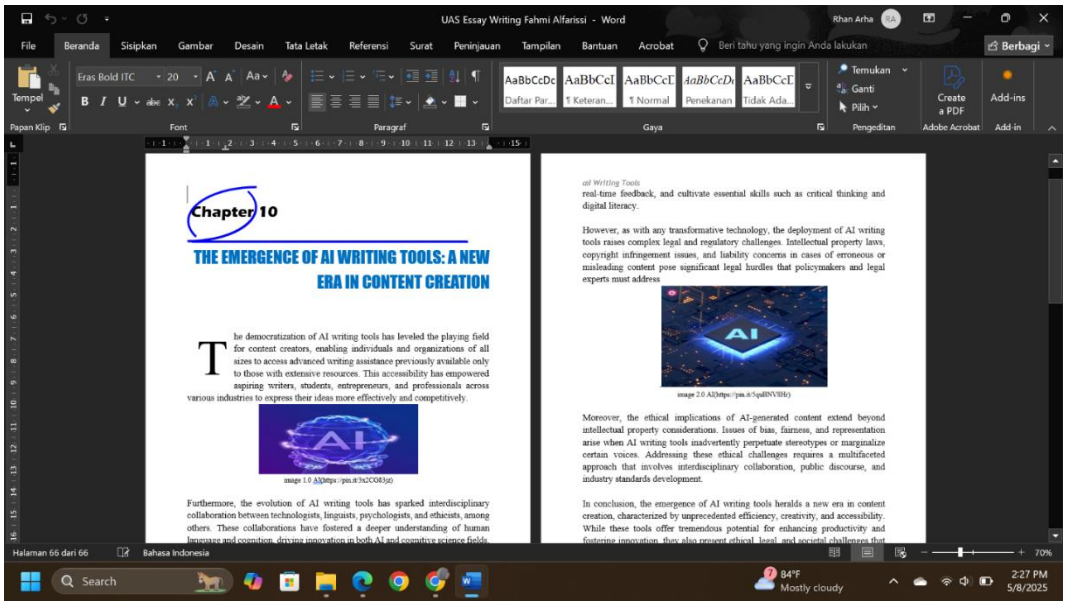
Bahasa Inggris (Amerika Serikat)
Aksesibilitas: Selidiki


UAS Essay Writing Fahmi Alfarissi - Word
Chapter 10
THE EMERGENCE OF AI WRITING TOOLS: A NEW ERA IN CONTENT CREATION
The democratization of AI writing tools has leveled the playing field for content creators, enabling individuals and organizations of all sizes to access advanced writing assistance previously available only to those with extensive resources. This accessibility has empowered aspiring writers, students, entrepreneurs, and professionals across various industries to express their ideas more effectively and competitively.
Furthermore, the evolution of AI writing tools has sparked interdisciplinary collaboration between technologists, linguists, psychologists, and ethicists, among others. These collaborations have fostered a deeper understanding of human
real-time feedback, and cultivate essential skills such as critical thinking and digital literacy.
However, as with any transformative technology, the deployment of AI writing tools raises complex legal and regulatory challenges. Intellectual property laws, copyright infringement issues, and liability concerns in cases of erroneous or misleading content pose significant legal hurdles that policymakers and legal experts must address
Moreover, the ethical implications of AI-generated content extend beyond intellectual property considerations. Issues of bias, fairness, and representation arise when AI writing tools inadvertently perpetuate stereotypes or marginalize certain voices. Addressing these ethical challenges requires a multifaceted approach that involves interdisciplinary collaboration, public discourse, and industry standards development.
In conclusion, the emergence of AI writing tools heralds a new era in content creation, characterized by unprecedented efficiency, creativity, and accessibility. While these tools offer tremendous potential for enhancing productivity and
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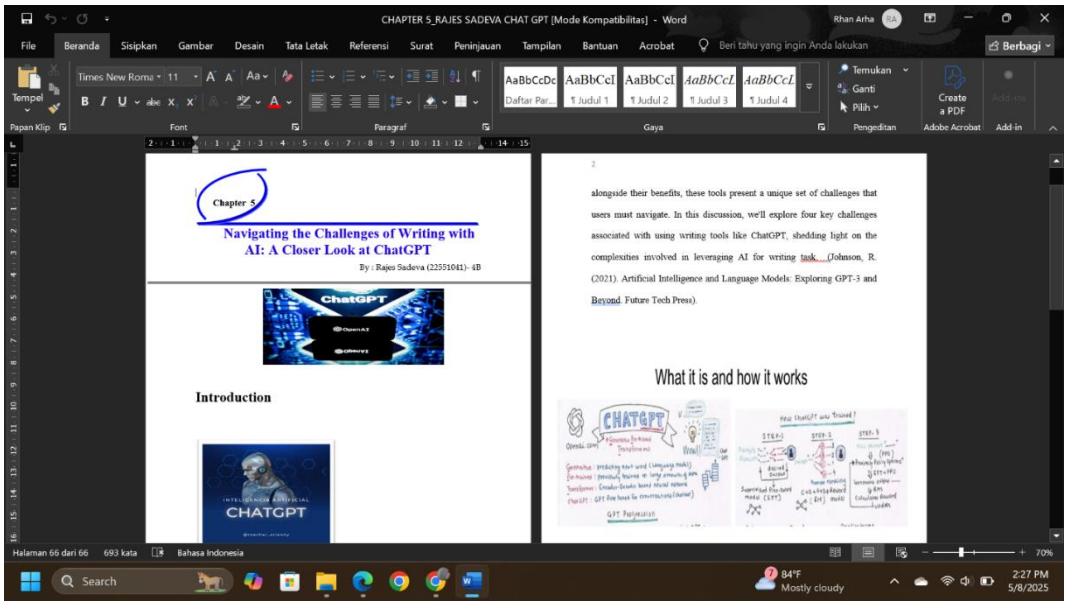
CHAPTER 5_RAJES SADEVA CHAT GPT [Mode Kompatibilitas] - Word
Chapter 5
Navigating the Challenges of Writing with AI: A Closer Look at ChatGPT
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Introduction
alongside their benefits, these tools present a unique set of challenges that users must navigate. In this discussion, we'll explore four key challenges associated with using writing tools like ChatGPT, shedding light on the complexities involved in leveraging AI for writing task. (Johnson, R. (2021). Artificial Intelligence and Language Models: Exploring GPT-3 and Beyond. Future Tech Press).
What it is and how it works
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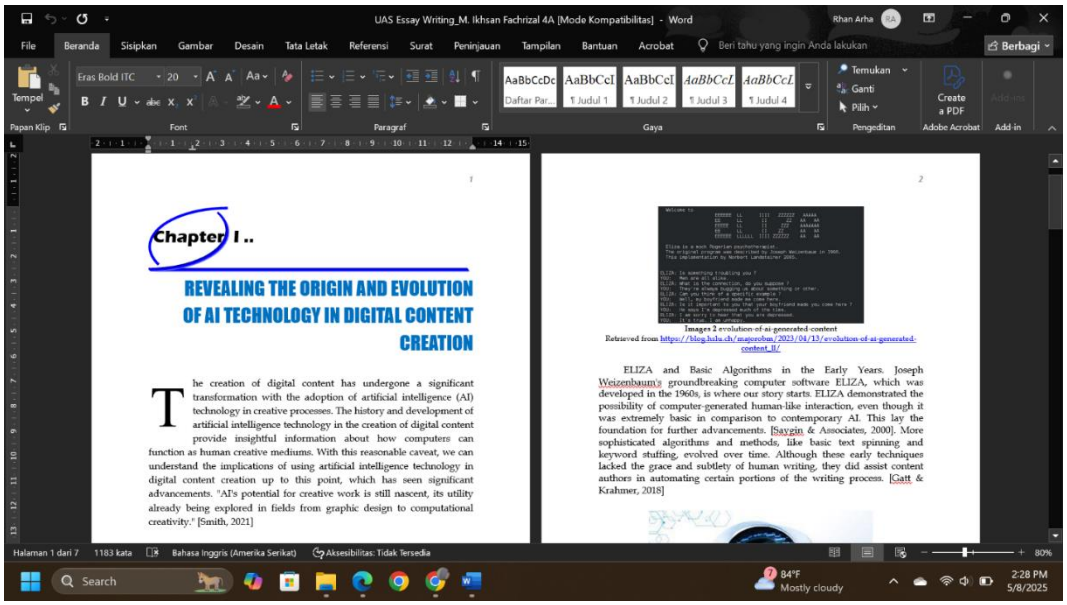
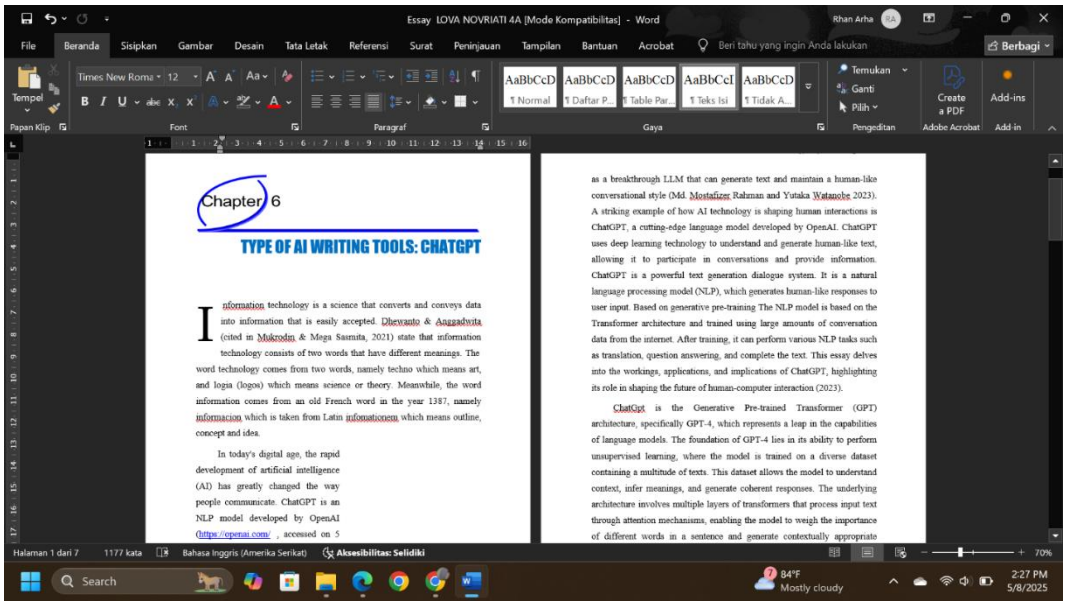

UAS Essay Writing_M. Ikhsan Fachrizal 4A [Mode Kompatibilitas] - Word
Chapter I ..
REVEALING THE ORIGIN AND EVOLUTION OF AI TECHNOLOGY IN DIGITAL CONTENT CREATION
The creation of digital content has undergone a significant transformation with the adoption of artificial intelligence (AI) technology in creative processes. The history and development of artificial intelligence technology in the creation of digital content provide insightful information about how computers can function as human creative mediums. With this reasonable caveat, we can understand the implications of using artificial intelligence technology in digital content creation up to this point, which has seen significant advancements. "AI's potential for creative work is still nascent, its utility already being explored in fields from graphic design to computational creativity." [Smith, 2021]
Images 2 evolution-of-ai-generated-content
Retrieved from https://blog.hslu.ch/majorcoban/2023/04/13/evolution-of-ai-generated-content-if/
ELIZA and Basic Algorithms in the Early Years. Joseph Weizenbaum's groundbreaking computer software ELIZA, which was developed in the 1960s, is where our story starts. ELIZA demonstrated the possibility of computer-generated human-like interaction, even though it was extremely basic in comparison to contemporary AI. This lay the foundation for further advancements. [Saygin & Associates, 2000]. More sophisticated algorithms and methods, like basic text spinning and keyword stuffing, evolved over time. Although these early techniques lacked the grace and subtlety of human writing, they did assist content authors in automating certain portions of the writing process. [Gatt & Krahmer, 2018]


Essay LOVA NOVRIATI 4A [Mode Kompatibilitas] - Word
Chapter 6
TYPE OF AI WRITING TOOLS: CHATGPT
Information technology is a science that converts and conveys data into information that is easily accepted. Dhewanto & Anggadwita (cited in Mukrodin & Mega Sasmita, 2021) state that information technology consists of two words that have different meanings. The word technology comes from two words, namely techno which means art, and logia (logos) which means science or theory. Meanwhile, the word information comes from an old French word in the year 1387, namely informacion which is taken from Latin infomationem which means outline, concept and idea.
In today's digital age, the rapid development of artificial intelligence (AI) has greatly changed the way people communicate. ChatGPT is an NLP model developed by OpenAI (https://openai.com/ , accessed on 5
as a breakthrough LLM that can generate text and maintain a human-like conversational style (Md. Mostafizer Rahman and Yutaka Watanobe 2023). A striking example of how AI technology is shaping human interactions is ChatGPT, a cutting-edge language model developed by OpenAI. ChatGPT uses deep learning technology to understand and generate human-like text, allowing it to participate in conversations and provide information. ChatGPT is a powerful text generation dialogue system. It is a natural language processing model (NLP), which generates human-like responses to user input. Based on generative pre-training The NLP model is based on the Transformer architecture and trained using large amounts of conversation data from the internet. After training, it can perform various NLP tasks such as translation, question answering, and complete the text. This essay delves into the workings, applications, and implications of ChatGPT, highlighting its role in shaping the future of human-computer interaction (2023).
ChatGpt is the Generative Pre-trained Transformer (GPT) architecture, specifically GPT-4, which represents a leap in the capabilities of language models. The foundation of GPT-4 lies in its ability to perform unsupervised learning, where the model is trained on a diverse dataset containing a multitude of texts. This dataset allows the model to understand context, infer meanings, and generate coherent responses. The underlying architecture involves multiple layers of transformers that process input text through attention mechanisms, enabling the model to weigh the importance of different words in a sentence and generate contextually appropriate

AUTOBIOGRAPHY

My name is M Royhan Hidayat. I was born on May 8, 2003, in Curup, a peaceful and scenic town located in Rejang Lebong Regency, Bengkulu Province. I am the eldest of three siblings, and the son of M Nur Hidayat and Fausiah. Since childhood, my parents have instilled in me the values of discipline, honesty, and the importance of education. Their unwavering support and love have shaped me into the person I am today and continue to be the foundation of my personal and academic journey.

My formal education began at Sekolah Dasar Islam (Islamic Elementary School), where I first encountered the joys of reading, writing, and learning about both academic subjects and religious values. After completing elementary school, I continued my studies at Sekolah Kreatif Aisyah (SKETSA) for junior high school, where creativity and active learning were emphasized. It was during these years that I began to develop a deep interest in language and communication. I later enrolled at MAN Rejang Lebong for senior high school, where my passion for the English language truly began to flourish. Inspired by the idea of becoming an educator, I decided to continue my higher education at the State Islamic Institute of Curup (IAIN Curup), majoring in Tadris Bahasa Inggris.

My academic journey at IAIN Curup has been a transformative experience. Throughout my time in the English Education Department, I have grown not only in terms of knowledge but also in character and self-confidence. The program has

provided me with a strong foundation in both language skills and pedagogical practices. I actively participated in teaching practicum programs, academic discussions, seminars, and community service projects, all of which have enriched my understanding of what it means to be an educator in today's world. I was also fortunate to be surrounded by dedicated lecturers and supportive classmates who continuously motivated me to push myself further. This period of my life has taught me that teaching is not only about transferring knowledge, but also about inspiring others, building empathy, and being a lifelong learner.

One of the most meaningful and memorable milestones in my academic life was the process of writing my undergraduate thesis, titled "The Role of ChatGPT 3.5 in Fostering Students' Curiosity and Supporting Creativity in Writing." This topic emerged from my curiosity about how artificial intelligence, particularly ChatGPT, could be integrated into education. In this research, I employed interviews and document analysis to investigate how ChatGPT 3.5 can serve as a tool to enhance students' curiosity and creativity in writing. The research process was challenging yet rewarding. It required deep analysis, critical thinking, and perseverance. Through this experience, I discovered how digital tools, when used thoughtfully, can open new possibilities in the learning process, making it more engaging, exploratory, and student-centered.

Writing this thesis was not just an academic requirement; it was a journey of self-reflection and growth. It helped me to better understand the role of educators in a technology-driven world and sparked my interest in further exploring the intersection

between language learning and technological innovation. I am proud of what I have accomplished, and I carry with me the lessons and insights gained through this journey. I hope that the knowledge I have obtained and the experiences I have gathered will serve as a strong foundation for my future contributions in the field of education.

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