THE USE OF ARTIFICIAL INTELLIGENCE-BASED CHAT-GPT AND ITS CHALLENGES FOR THE WORLD OF EDUCATION; FROM THE VIEWPOINT OF THE DEVELOPMENT OF CREATIVE WRITING SKILLS

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Abstract:

Artificial Intelligence is a system with the same intelligence as humans and is characterized by the ability to learn, adapt, solve problems, make decisions, and understand human language. Artificial Intelligence provides many conveniences in the world of education, such as using several systems such as virtual mentors, voice assistants, innovative content, smart classrooms, automatic assessment, and personalized learning. However, on the other hand, there is the ChatGPT system, an AI-based chatbot with the ability to produce text in various formats—whether formal, informal, or creative writing—that poses challenges in the world of education. The ease of ChatGPT in processing information from text input reduces the originality of work, so it tends to be uncreative. The ability of the Chat-GPT system to understand human language makes it very easy to write creatively, such as writing poems, short stories, novels, or other types of writing whose quality is equivalent to human work. Using the study of creative writing theory, this article aims to discuss the ChatGPT system and its impact on students' lack of creativity in writing skills. This article uses qualitative methods with library research data collection techniques by analyzing scientific journals and other articles relevant to the discussion.

Keywords: *Chat-GPT, Artficial Intelligence, Education, Creative Writing*

INTRODUCTION

Artificial Intelligence (Artificial Intelligence), as part of technological advances, makes it easy for the world of education and learning. Many AI-based systems are often used in education, such as; virtual mentors, voice assistants, innovative content, smart classrooms, automatic assessments, and personalized learning. Most users of these systems in the industrial era 4.0 are generations Y, Z, and Alfa (Gazali, 2018). These generations are known as digital or digital natives who understand computers and the internet better than previous generations.

Fahimirad & Kotamjani (in Prastiwi, 2019) state that educational technology changes the learning system in the world of education. This happened because of Artificial Intelligence as part of the Industrial Revolution 4.0 era. Thus it becomes necessary for the world of education to participate in making changes in its learning system to increase the competitiveness of graduates in competing to equip them with the ability to think critically, creatively and collaboratively.

However, on the other hand, there are demanding tasks and challenges experienced by actors in the world of education, especially teachers. According to Kartadinata (in Gazali, 2018), the number of digital generations of internet users in Indonesia is 54 per cent. Judging from these data, the closeness of students to the internet makes the role of teacher for the current generation, not a straightforward job.

Therefore, teachers are expected to have competence in artificial intelligence systems (OECD, 2018). In addition, educational platforms based on artificial intelligence (artificial intelligence), which are integrated with teachers, actually have an impact that is only sometimes good in education and learning. The teacher's role—in this context—can be competing instead of collaborating simultaneously with machine work with online conversation capabilities to respond to questions written by students. One of the machine jobs based on artificial intelligence (artificial intelligence) is Chat-GPT. Using the chatbot system can potentially reduce some of the skills that students should master, including critical, creative and collaborative thinking skills, in this study, including creative writing skills. This is a challenge for the world of education in developing students' cognitive competence and critical thinking skills because the tasks given by the teacher can be replaced by machine work as a whole if they are not addressed immediately.

The application of several AI-based systems in the world of education and learning, especially the GPT Chat system, is the question that forms the basis of writing this research journal. Therefore, it is hoped that this research will lead to other research focusing on the use of the GPT chatbot system based on Artificial Intelligence in the world of education, which is still small in number, especially in Indonesia.

RESEARCH METHODS

This study uses a descriptive qualitative analysis method intending to provide an overview of the use of the GPT Chat system in Artificial Intelligence-based education and learning. The approach used is library research with data sources from articles in other journals similar to this research.

RESULTS AND DISCUSSION

Artificial intelligence is widely used in education to facilitate learning, especially in schools with adequate educational facilities. One form of Artificial Intelligence used is GPT Chat in addition to virtual mentors, voice assistants, innovative content, smart classrooms, automatic assessments, and personalized learning. GPT Chat is an Artificial Intelligence-based chatbot capable of interacting and making it easier to do tasks (Faiz, 2003). The form of ease of use of the system is responding to questions given by the user in the form of text or voice. So that it can help students do the assignments given by the teacher. However, on the other hand, GPT Chat provides many challenges, including developing students' creative writing skills.

Related to the context of learning, ChatGPT has drawbacks which, if examined, cannot replace the position of humans as individuals who can interact directly/verbally. These weaknesses include 1) learning requires direct interaction (emotional connection) carried out by the teacher and requires modelling or examples in the learning process to achieve academic success, while ChatGPT cannot do this; 2) learning requires creativity to create new ideas and innovations that are given to students to obtain feedback that can be developed by individuals, while ChatGPT does not have the creativity that humans have; 3) ChatGPT cannot capture the nuances and learning styles of students which may be different for each individual; 4) socially, relying too much on ChatGPT can make individuals feel inferior because they do not understand how to interact with their social environment; 5) psychologically, relying too much on ChatGPT can make individuals weak in thinking critically so that when problems arise in everyday life, it will be difficult for individuals (users) to resolve them.

In the context of self-taught and self-learning, it is essential to remember that ChatGPT is still a relatively new technology, and more studies are needed to understand its potential and limits properly. It will be exciting to observe how ChatGPT and other AI technologies develop over time and how they affect the educational subject and learning

paradigm in the 21st century (Firat, 2023). Meanwhile, the downstream 21st-century learning construct., (2021) states that several things need to be considered by the teacher, including

1. the role of the teacher from transmitter to facilitator, mentor and consultant;
2. from a source of knowledge to a learning partner;
3. normative assessment becomes a comprehensive measurement;
4. rigorous learning to be creative and innovative;
5. the use of media as learning objects leads to the use of media as learning tools.

Based on this, the main goal relates to how the teacher becomes a good learning facilitator so that students are interested in learning, as stated in the National Education System Law (Ministry of National Education, 2003; Faiz & Purwati, 2022).

The development of artificial intelligence (AI) tools such as ChatGPT has the potential to change how students approach their academic fields. Related literature has shown how AI technology can assist and enhance learning (Patil & Abraham, 2010) (Pham. & Sampson, 2022). AI-based tutoring programs can improve student performance and motivation in learning environments (Srinivasa, Kurni and Saritha, 2022) (Srinivasa, Kurni, & Saritha, 2022). By offering students customized and interactive assistance, AI technologies such as chatbots can enhance the learning experience and increase student participation in online learning. By offering individual and interactive assistance, ChatGPT can encourage independence. Artificial intelligence (AI) illustrates that learning today is not limited by space and time. This means that in the educational paradigm, education emphasizes student activity (student centre learning), where students must actively explore information based on tools and media they can use independently.

The results of previous research in international journals discussing ChatGPT that have relevance to this research, including research by Lund & Wang (2023), revealed that ChatGPT has excellent power to advance academics in new ways. However, it is essential to consider how to responsibly and ethically use this technology as a professional to enhance work rather than abuse it. In addition, research by Rudolph, Tan, & Tan (2023) reveals that ChatGPT is emerging as a technology capable of changing our social interactions radically. Artificial intelligence has the potential to revolutionize the way of learning and teaching and methods in the learning process in the world of education. The teacher's role is essential in leading and using ChatGPT. It is responsible for determining how to use it honestly, with integrity and transparency, and agree on some rules of engagement. Thus the world of education needs to discuss the use of ChatGPT.

One form of this discussion is the negative implications of GPT Chat for students using this system to do assignments (Hutson, 2022), especially in doing assignments related to creative writing. Consequently, students avoid carrying out the steps and stages in making assignments the teacher gives. In creative writing theory, writing skills are not obtained naturally but passed through learning and practice. Creative writing is part of the results or products of creativity, which involve elements of skills. In its implementation, creative writing requires continuous guidance and process. Creative writing guidance can increase students' creative power; it also helps develop imagination, expand fantasy, and enrich memory. The main target is logic, a sense of fun, and aesthetics (Saraswati, 2014).

One of the benefits of developing children's creative writing skills is to have a balanced right and left brain. This is in line with Olivia's opinion (2012) that to stimulate children to learn to write, the brain's natural learning system is very effective; in fact, almost all the potential a learner possesses will be stimulated. Experiences received and stored in the hindbrain can be expressed in their own words, and this will play a role in developing students' creativity to process words.

Steps to explore students' ideas in learning require communication between teachers and students in creative writing. So that, in practice, the teacher will only leave students with directions to write. Apart from being communicative-based, implementing creative writing with creative writing is appreciative-based. Kurniawan (2013) explains that appreciative-based learning means appreciation-based learning, namely respect for children as students. This award is in the form of respect for children with all the characteristics of development and respect for the results of their writing. Through this learning process with a fun communicative basis and developing ideas that exist within students by paying attention to the world of students who are at the stage of the world of play and have high imagination, learning will be able to help students write creatively.

In response to the use of ChatGPT, the steps teachers can take to minimize the use of GPT Chat in creative writing assignments is to use paper as the medium stated by Cassidy (2022). This matter is a challenge for the teacher to evaluate the results and assess the process of completing the assignments. This matter needs to be done to measure students' ability in writing skills. As stated by Brown (in Kurniawan, 2013, p. 2), who explained, "There needs to be mutual awareness that learning is creating conditions for students to learn actively and creatively". In line with this, Kurniawan (2013, p. 23) also explains that,

"Communicative-based writing learning is oriented toward learning that involves teacher-student communicative interaction to explore students' ideas as writing materials and teacher explanations as a way to provide tricks for writing those ideas easily."

Therefore, in Kurniawan's opinion above that, in learning creative writing, there is a role that cannot be replaced by the ChatGPT system, which involves communicative interactions between teachers and students and teacher explanations to provide tricks for writing down ideas. Thus, technological advances in artificial intelligence, such as ChatGPT, provide novelty in the current world of technology, especially in the use of technology in the education sector. With the potential offered by ChatGPT, it provides even more challenges for teachers in carrying out the educational process.

CONCLUSION

From the results and discussion, ChatGPT, with its ability to provide answers according to the keywords entered by the user, can positively influence the world of education and learning. However, it is also necessary to realize that not all of these facilities have a good impact on developing several student skills in learning, including creative writing skills. So it is necessary to do a strategy for teachers to use more than just internet-based learning, which students can misuse in doing assignments. One strategy that can be implemented is the use of paper as a medium as a form of process control and assessment when compiling tasks related to creative writing, as stated by Cassidy (2022)

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