

# ChatGPT and the Creativity of Art Education Students: A Qualitative Study of Its Use in Learning

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## ABSTRACT

The development of artificial intelligence technology has created new opportunities to support learning processes and foster students' creativity in higher education. One of the most widely used technologies is ChatGPT, which assists users in accessing information, generating ideas, and completing various academic tasks. This study aims to explore the use of ChatGPT in learning and examine its contribution to the creativity of Art Education students at the Faculty of Teacher Training and Education, Tanjungpura University. The study employed a qualitative approach with an intrinsic case study design. The participants consisted of ten second-semester students selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using the interactive model of Miles and Huberman. The findings reveal that ChatGPT is utilized as a source of inspiration for creativity development, a tool for content creation and learning support, a means of enhancing learning efficiency, and a resource for independent learning. However, its use also presents challenges related to technological dependency, information validity, originality of work, and academic ethics. The study concludes that ChatGPT has the potential to support students' creativity when used critically, reflectively, and responsibly within the learning process.

*Perkembangan teknologi kecerdasan buatan telah menghadirkan berbagai peluang baru dalam mendukung proses pembelajaran dan pengembangan kreativitas mahasiswa di pendidikan tinggi. Salah satu teknologi yang banyak dimanfaatkan adalah ChatGPT, yang mampu membantu pengguna dalam memperoleh informasi, mengembangkan ide, dan menyelesaikan berbagai aktivitas akademik. Penelitian ini bertujuan untuk mengeksplorasi pemanfaatan ChatGPT dalam pembelajaran serta memahami kontribusinya terhadap kreativitas mahasiswa Pendidikan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus intrinsik. Informan penelitian terdiri atas sepuluh mahasiswa semester dua yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa ChatGPT dimanfaatkan sebagai sumber inspirasi dalam pengembangan kreativitas, pendukung produksi konten dan pembelajaran, sarana yang meningkatkan efisiensi belajar, serta alat bantu yang mendukung pembelajaran mandiri. Namun demikian, pemanfaatannya juga menghadirkan tantangan yang berkaitan dengan ketergantungan teknologi, validitas informasi, orisinalitas karya, dan etika akademik. Penelitian ini menyimpulkan bahwa ChatGPT berpotensi mendukung kreativitas mahasiswa apabila digunakan secara kritis, reflektif, dan bertanggung jawab dalam proses pembelajaran.*

**Keywords:** chatgpt, creativity, art education students, learning

## Introduction

The rapid advancement of digital technology has fundamentally transformed the educational landscape through the integration of various Artificial Intelligence (AI)-based innovations (Strielkowski et al., 2025; Zou et al., 2025). The emergence of AI has not only expanded access to information but has also reshaped the ways knowledge is constructed, acquired, and developed within academic environments. In higher education, AI technologies offer significant opportunities to create more adaptive, flexible, and learner-centered



educational experiences by providing responsive and easily accessible learning resources (Huang, 2023a; Kasneci, 2023). This development reflects a paradigm shift from traditional knowledge-transmission approaches toward learning models that position students as active participants in the processes of knowledge acquisition, interpretation, and creation. Consequently, a growing number of AI-driven tools have been incorporated into academic activities to enhance both the effectiveness and quality of learning.

Among the most widely adopted AI innovations in education is ChatGPT. As a generative language model capable of producing human-like responses, ChatGPT offers a wide range of functionalities that support learning activities, including concept explanation, information retrieval, idea generation, and academic writing assistance (Lo, 2023a). These capabilities have contributed to its increasing popularity among university students as an alternative learning resource that is accessible, interactive, and efficient. Previous studies have demonstrated that ChatGPT can enhance learning experiences by providing immediate feedback, facilitating self-directed learning, and enabling quick access to information tailored to users' needs (Baidoo-Anu, 2023; Tlili, 2023). Therefore, the emergence of ChatGPT represents not only a technological innovation but also a significant transformation in the interaction between students and learning resources in the digital era.

The growing relevance of ChatGPT is closely associated with the characteristics of contemporary students, who have been immersed in digital technologies throughout their daily lives. In academic settings, students utilize ChatGPT for various purposes, including understanding course materials, locating references, completing assignments, developing conceptual frameworks, and exploring potential solutions to academic problems. The accessibility and rapid response capabilities of this technology have enabled its integration into students' everyday learning practices. Previous research indicates that students frequently perceive ChatGPT as a learning companion that supports them in addressing academic challenges independently (Al-Abri, 2025; Durgungoz & Kharrufa, 2026). This phenomenon suggests that the use of ChatGPT extends beyond improving learning efficiency and may also influence students' thinking processes, decision-making abilities, and creative development.

Creativity constitutes one of the most essential competencies to be cultivated in higher education, particularly within art education programs. Creativity encompasses not only the ability to produce novel outcomes but also the capacity to generate ideas, explore possibilities, integrate diverse perspectives, and develop meaningful solutions to complex problems (Ellerton & Kelly, 2022; Mumford & Gustafson, 1988). Within art education, creativity serves as a foundational element that supports the development of artistic identity, reflective thinking, aesthetic sensitivity, and personal expression (Hallam & Ingold, 2021; Montuori, 2003). Consequently, the emergence of AI technologies such as ChatGPT has generated important academic discussions regarding the extent to which such technologies may support or influence students' creative development.

Existing studies suggest that AI has the potential to enrich creative processes by providing alternative ideas, expanding perspectives, and stimulating inspiration that can be utilized in the development of creative works and innovative concepts (Chandrasekera et al., 2025; McCormack et al., 2020). However, other scholars have raised concerns regarding the excessive reliance on AI technologies, highlighting potential risks such as reduced opportunities for independent thinking, increased technological dependency, and challenges related to originality and academic integrity (Cotton et al., 2024; Rudolph, 2017). These contrasting perspectives indicate that the relationship between AI utilization and creativity remains complex and

multidimensional. Therefore, further investigation is required to better understand how AI technologies are employed in educational contexts where creativity constitutes a primary learning objective, such as art education.

Although research on ChatGPT in education has expanded considerably, most existing studies have focused on technology acceptance, learning effectiveness, digital literacy, and issues of academic integrity (Abdulhajar et al., 2024; Bhullar et al., 2024). Research specifically examining the relationship between ChatGPT usage and the creative development of art education students remains limited, particularly within the context of higher education in Indonesia. This gap is noteworthy because art education differs from many other academic disciplines in its emphasis on artistic creation, idea exploration, meaning-making, and personal expression. The limited body of research in this area highlights the need for further investigation to develop a more comprehensive understanding of the interaction between artificial intelligence and creativity within art education settings.

Addressing this gap is particularly relevant within the context of the Art Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University. As a program dedicated to preparing future art educators, its learning processes emphasize not only the acquisition of pedagogical knowledge and professional competencies but also the development of creative thinking, artistic exploration, and the production of original works. Within this context, the emergence of ChatGPT presents both opportunities and challenges for students in generating inspiration, developing concepts, and producing creative outputs. Accordingly, this study offers a distinct perspective by positioning students' experiences at the center of analysis to explore how ChatGPT is utilized to support their creative processes. Therefore, the study aims to investigate the use of ChatGPT in learning activities and examine its relationship with the creative development of students in the Art Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University. The findings are expected to contribute to the growing body of literature on artificial intelligence in education while providing empirical insights into the role of AI in supporting creativity within art education in the digital era.

## Methods

This research uses a qualitative approach with an intrinsic case study design to deeply understand the use of ChatGPT in learning and its relationship with the creativity of Art Education students (Sugiyono, 2023; Suhirman et al., 2026). The qualitative approach was chosen because it allows researchers to explore the experiences, views, and meanings that participants give to the phenomenon being studied in a natural context (Creswell & Poth, 2018). The research was carried out in the Art Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University. The research informants consisted of ten second-semester students who were selected using *purposive sampling* techniques based on criteria of having used ChatGPT in learning activities and willing to participate in the research. Of the total informants, seven students came from class A and three students came from class B. Characteristics of research informants are presented in Table 1.

**Table 1.** Characteristics of Research Informants

Information Code	Class	Gender	Experience
I1	A	Male	> 1 year
I2	A	Female	> 1 year
I3	A	Female	6-12 months
I4	A	Male	> 1 year
I5	A	Female	6-12 months
I6	A	Male	> 1 year
I7	A	Female	6-12 months
I8	B	Male	> 1 year
I9	B	Female	6-12 months
I10	B	Male	> 1 year

Source: Research data (2026).

Research data were collected through semi-structured interviews and documentation. Interviews are used as the main technique to explore students' experiences in utilizing ChatGPT in learning activities, developing creative ideas, completing academic assignments, and various challenges they face during its use. The semi-structured interview technique was chosen because it provides flexibility for the informant to explain his or her experiences and views in more depth without neglecting the established research focus (Tisdell et al., 2025). Meanwhile, the documentation is used as supporting data to reinforce the interview results and help researchers understand the context of using ChatGPT in a student learning environment.

Data analysis was carried out using an interactive analysis model developed by Miles, Huberman, and Saldaña (2014) which includes data reduction, data presentation, and conclusion drawn. The analysis process begins with selecting and organizing the interview data, then grouping the data based on themes that arise from the informant's experience. Furthermore, the data is presented in the form of narratives and thematic matrices to facilitate interpretation and identification of patterns relevant to the research objectives. To increase the credibility of the findings, this study applied source triangulation and *member checking*. Triangulation is carried out by comparing information obtained from various informants, while *member checking* is carried out through reconfirmation of the results of interpretation to informants to ensure the suitability between the research findings and the experiences they convey.

## Result and Discussion

Before discussing the findings in detail, the results of the data analysis show four main themes that describe the use of ChatGPT in learning by FKIP Art Education students at Tanjungpura University. The four themes were obtained through the process of data reduction, code grouping, and pattern identification that emerged from interviews with research informants. A summary of the research theme is presented in Table 2.

**Table 2.** Main Themes of Research Results

Theme	Description of Findings
ChatGPT as a Source of Inspiration in Creativity Development	ChatGPT is used to find ideas, develop work concepts, overcome idea impasses, and expand students' creative perspectives.
ChatGPT as a Support for Content Production and Learning	ChatGPT is used to help prepare video scripts, <i>content planners</i> , digital content development, and support the understanding of lecture materials.
Efficiency and Ease of Learning through ChatGPT	ChatGPT helps speed up information retrieval, task completion, and supports more flexible self-learning.
The Challenges of Utilizing ChatGPT in Art Learning	The use of ChatGPT presents challenges related to technology dependence, information validity, originality of work, and academic ethics.

### ChatGPT as a Source of Inspiration in Creativity Development

The results of the study show that ChatGPT has become one of the sources of inspiration that is widely used by FKIP Art Education students of Tanjungpura University in the process of developing creativity. All informants admitted that the technology helped them find early ideas when facing various academic assignments and creative projects. In the context of art education, the process of finding ideas is a very important stage because it becomes the foundation for the development of concepts, visualizations, and the forms of works to be produced. Not a few students have difficulty in determining the theme, point of view, and direction of the development of their work, so they need various sources of inspiration to trigger the emergence of new ideas. In these conditions, ChatGPT is used as a means of exploration that is able to provide various alternative ideas that can be used as a starting point in the creative process. These findings show that the use of ChatGPT by FKIP Art Education students at Tanjungpura University is not only oriented to the search for information, but also to efforts to expand the possibilities of ideas that can be developed into more innovative learning works or products (Kim & Kim, 2024; Zhou & Lee, 2024).

Most informants revealed that they use ChatGPT when they have difficulty determining topics, themes, or concepts to be used in lecture assignments. For Art Education students of FKIP Tanjungpura University, the process of finding ideas is often a challenge because the resulting works are not only required to meet the academic aspect, but must also have aesthetic value, originality, and relevance to the context being studied. In this situation, ChatGPT is used to obtain various alternative ideas that can help students see a problem from a broader perspective. Informants explained that they often use ChatGPT to find inspiration related to the theme of visual works, design concepts, learning video ideas, exhibition concepts, and ideas that can be used to develop other creative projects. ChatGPT's ability to generate diverse responses provides room for students to explore different possibilities before determining the idea that they think best suits their needs. These findings show that ChatGPT serves as a tool that helps expand the process of exploring ideas by providing alternative perspectives and sources of inspiration that are easily accessible (Baidoo-Anu, 2023; Tlili, 2023).

In addition to being used to find ideas for artworks, the results of the study show that FKIP Art Education students at Tanjungpura University also use ChatGPT to support creative activities related to digital content production. Some informants revealed that they used ChatGPT to find social media content ideas, compile educational video concepts, create video script frameworks, and design *content planners* for various academic and non-academic needs.

This phenomenon shows that the creativity of students today is developing in an environment that is increasingly integrated with digital technology and new media. In this context, ChatGPT not only acts as a provider of information, but also as a tool that helps students organize ideas more systematically. This ability is important because art education students today are not only required to produce artistic works, but also have the ability to communicate and present ideas through various digital platforms that are growing rapidly (Henriksen et al., 2016; Huang et al., 2023).

The findings of the study also show that FKIP Art Education students at Tanjungpura University do not use the ideas obtained from ChatGPT directly without further processing. Instead, the various ideas generated by ChatGPT are used as initial material which is then developed through the process of interpretation, modification, and reflection according to the characteristics of the task and work being done. Informants explained that they often combine ideas obtained from ChatGPT with personal experiences, observations, academic references, and various other sources obtained independently. This condition shows that students' creativity is still built through active and reflective thinking activities. ChatGPT only provides initial stimulus, while the process of creating meaning and developing ideas is still carried out by students as the main actors in the creative process. These findings show that generative AI plays a more role as a facilitator of ideas than as a generator of creativity itself (Huang, 2023b; Zhou & Lee, 2024).

Interestingly, some informants explained that ChatGPT helped them overcome the condition of idea impasse (*creative block*) that often appeared during the process of working on assignments and artworks. In the creative process, idea impasse is a common condition when individuals experience difficulties in developing or continuing the idea that is being designed. The informant revealed that ChatGPT is often used to gain new perspectives that can help reopen the space for thought exploration. The various alternative answers provided by ChatGPT allow students to see a problem from a different point of view, thus raising the possibility of developing concepts that were previously unthinkable. Thus, ChatGPT not only helps generate inspiration, but also serves as a means of reflection that supports the sustainability of students' creative processes. These findings reinforce the view that AI technology can serve as a support tool that helps individuals maintain creative thinking dynamics when facing obstacles in the idea creation process (Kim & Kim, 2024).

The findings of this study show that the relationship between ChatGPT and creativity is complementary. In the context of FKIP Art Education students at Tanjungpura University, ChatGPT functions as a source of stimulus that enriches the process of exploring ideas without replacing the role of humans as creators of works. These findings are in line with the theory of creativity put forward by Amabile (1996) which emphasizes that creativity is the result of an interaction between knowledge, creative thinking skills, and individual motivation. A similar view is also put forward by Csikszentmihalyi (1996) who explains that creativity develops through interaction between individuals, the environment, and the various sources of knowledge available. The presence of ChatGPT can expand students' access to information and alternative ideas, but the quality of creativity produced is still determined by the student's ability to process, interpret, and develop the information into works that have novelty and meaning. These findings also reinforce the research results of Kim and Kim (2024), Zhou and Lee (2024), and Huang et al. (2023) who show that generative AI has the potential to support creativity when used as an exploration tool, not as a substitute for human creative thinking processes. Thus, the use of ChatGPT by FKIP Art Education students at Tanjungpura University

shows that artificial intelligence technology can be a partner in the creative process as long as its use is accompanied by reflective skills, digital literacy, and critical awareness from its users.

### **ChatGPT as a Support for Content Production and Learning**

The results of the study show that ChatGPT is not only used as a source of inspiration, but also plays a role as a support for content production and learning for FKIP Art Education students of Tanjungpura University. All informants revealed that they use ChatGPT to help with various academic activities that require planning, organizing ideas, and systematically compiling content. In practice, ChatGPT is used to compile presentation frameworks, create learning video concepts, develop simple scripts, design *content planners*, and compile captions and descriptions for various digital media needs. ChatGPT's ability to generate quick and structured responses helps students get an initial idea of the form of content to be developed so that the planning process can be carried out more efficiently. These findings show that ChatGPT has become part of a digital learning ecosystem that supports students in organizing ideas and developing various creative products that are relevant to the learning needs of the 21st century (Baidoo-Anu, 2023; Tlili, 2023). In the context of art education, this ability is important because students are not only required to produce creative works, but also to be able to communicate their ideas through various forms of media and digital platforms that continue to develop (Henriksen et al., 2016).

The use of ChatGPT in content production shows a change in the creative work patterns of FKIP Art Education students at Tanjungpura University. Before utilizing AI technology, most students relied on manually searching for information through various separate sources to draft content or design learning projects. However, with the presence of ChatGPT, the process has become more integrated because students can discuss interactively to obtain alternative ideas, develop content structures, and explore various possibilities for concept development in one platform. Some informants explained that ChatGPT is often used when they have to create educational videos, design education-based social media content, or devise a flow of material that appeals to the audience. These findings show that ChatGPT not only helps generate ideas, but also supports the process of transforming ideas into more systematic designs and ready to be developed into creative products. In other words, this technology acts as a tool that strengthens students' ability to manage the creative process from the planning stage to the content development stage (Kim & Kim, 2024; Lo, 2023b).

In addition to supporting content production, the results of the study show that ChatGPT is also used as an additional learning resource that helps students understand lecture materials. Informants revealed that they often use ChatGPT to obtain simpler explanations of concepts that are considered difficult to understand during the lecture process. ChatGPT's ability to present information in a more communicative language makes it easier for students to understand certain material before deepening through other academic sources. Some students also explained that they use ChatGPT to obtain practical examples related to the material being studied so that the learning process becomes more contextual and easy to understand. These findings show that ChatGPT has evolved into one of the alternative learning resources that support student self-learning. The presence of this technology provides greater opportunities for students to manage the learning process according to their needs, interests, and levels of understanding (Huang, 2023a; Kasneci et al., 2023). Thus, ChatGPT not only serves as a content production tool, but also as a learning companion that helps students develop understanding more flexibly.

The findings of this study indicate that the use of ChatGPT in learning has expanded the way FKIP Art Education students at Tanjungpura University interact with technology in their academic activities. ChatGPT is no longer positioned just as an information-seeking tool, but rather as a learning partner that helps students develop ideas, design content, and understand learning materials more effectively. This condition is in line with the view of Huang et al. (2023) who affirm that artificial intelligence has the potential to create a more personalized learning environment and is adaptive to user needs. These findings also support the research of Tlili et al. (2023) which shows that generative AI can enrich the learning experience through the provision of help that is fast, responsive, and contextually appropriate to the needs of learners. In the context of art education, the existence of ChatGPT provides opportunities for students to integrate creativity, digital literacy, and communication skills in one mutually supportive learning process. Therefore, the use of ChatGPT not only contributes to improving the quality of content production, but also strengthens a learning process that is more independent, reflective, and oriented towards the development of students' creative competencies.

### **Efficiency and Ease of Learning through ChatGPT**

The results of the study show that one of the main reasons FKIP Art Education students at Tanjungpura University use ChatGPT is because of its ability to provide convenience and efficiency during the learning process. Most of the informants revealed that ChatGPT helped them obtain information faster than conventional search methods that required them to search for different sources separately. ChatGPT's ability to present information in a direct and structured manner allows students to get an initial overview of a topic in just a short time. In the context of lectures that require the completion of various assignments in a relatively limited time, this convenience is seen as an advantage that helps students manage academic activities more effectively. For FKIP Art Education students of Tanjungpura University, the presence of ChatGPT not only speeds up the information search process, but also helps reduce the cognitive load in the early stages of learning so that they can focus more on the process of analysis, exploration, and idea development which is at the core of academic and creative activities (Kasneci, 2023; Lo, 2023).

The research findings also show that ChatGPT contributes to increased efficiency in completing academic tasks. Informants explained that they often use ChatGPT to understand task instructions, develop work frameworks, find initial references, and obtain explanations of concepts related to the topic being studied. Before using ChatGPT, the process often takes a long time because students have to read various sources to gain a complete understanding. However, with the help of ChatGPT, students can get a summary of information and an overview of a topic faster. This allows them to allocate more time to develop the quality of the task, explore ideas, and improve the results of the work being done. These findings show that ChatGPT plays a role as a tool that supports academic productivity without eliminating the need for students to continue to deepen their knowledge of more credible scientific sources (Tlili et al., 2023; Baidoo-Anu & Owusu Ansah, 2023).

In addition to supporting task completion, the results show that ChatGPT also provides greater flexibility in the self-learning process. Informants reveal that they can access ChatGPT at any time as needed without having to wait for lecture schedules or consultations with lecturers. This ease of access provides an opportunity for students to get quick study assistance when facing difficulties in understanding certain materials. Some informants even explained that they often use ChatGPT outside of lecture hours to obtain additional explanations, check

their understanding of the material that has been studied, or look for examples that are relevant to the topic being discussed. These findings show that ChatGPT has become one of the alternative learning resources that supports the formation of more independent and student-centered learning. In the perspective of 21st-century learning, the ability to learn independently is a very important competency because it allows students to continue to develop their knowledge and skills in an ongoing manner (Huang et al., 2023; Nursyahfitri et al., 2025).

The findings of this study indicate that the use of ChatGPT by FKIP Art Education students at Tanjungpura University is not only related to the ease of obtaining information, but also related to the transformation of learning methods that are increasingly flexible, fast, and oriented to individual needs. The results of the study support the view of Kasneci et al. (2023) who stated that generative AI has the potential to improve learning effectiveness through the provision of adaptive and responsive learning support. These findings are also in line with research by Lo (2023) who shows that ChatGPT can help learners access information and understand material more efficiently. Nonetheless, the efficiency offered by ChatGPT should not be interpreted as a substitute for the deep learning process. In the context of higher education, especially in the Art Education Study Program of FKIP Tanjungpura University, the convenience provided by ChatGPT should be used to strengthen the process of exploration, reflection, and development of student creativity, not just to accelerate the completion of academic tasks. Therefore, the use of ChatGPT needs to be accompanied by critical thinking skills and digital literacy so that the benefits obtained are not only practical, but also able to support the development of academic competencies in a sustainable manner.

### **The Challenges of Utilizing ChatGPT in Art Learning**

Behind the various benefits felt, the results of the study show that the use of ChatGPT by FKIP Art Education students at Tanjungpura University also presents a number of challenges that need attention. One of the most common issues that emerged from the interview results was concerns about potential dependence on technology. Some informants revealed that the convenience offered by ChatGPT sometimes makes students prefer to get answers instantly rather than searching and exploring information independently. This condition is seen as able to affect learning habits if the use of technology is not accompanied by awareness to continue to develop critical thinking skills and the ability to solve problems independently. In the context of higher education, especially in the arts that demand deep exploration, reflection, and creative processes, dependence on technology has the potential to reduce students' opportunities to experience authentic and meaningful learning processes (Cotton et al., 2024; Rudolph, 2017).

The next challenge has to do with the accuracy and validity of the information generated by ChatGPT. Most informants realize that the information provided by ChatGPT is not always completely correct, complete, or appropriate to the context being discussed. Some students revealed that they had found answers that were less relevant, too general, or even different from information found in more credible academic sources. Therefore, FKIP Art Education students at Tanjungpura University consider that the use of ChatGPT must be accompanied by a verification process through books, scientific articles, and other reliable reference sources. These findings show that even though ChatGPT is able to provide information quickly, users still have a responsibility to evaluate the quality of the information obtained before using it in academic activities. This awareness is important because the quality of learning is not only determined by the ease of access to information, but also by the ability of students to assess the validity and relevance of the information used (Kasneci et al., 2023; Lo, 2023).

Another aspect that is of concern to FKIP Art Education students of Tanjungpura University is the issue of originality and originality of ideas in the process of writing. As a field of science that places creativity as a primary competency, art education requires students to come up with ideas that reflect their own interpretations, experiences, and creative identities. In the results of the interview, several informants expressed concerns that excessive use of ChatGPT could affect the uniqueness of ideas if students rely too much on the ideas generated by the system. Despite this, most informants emphasized that they use ChatGPT only as an initial source of inspiration and continue to modify and develop independently. These findings show that students are aware of the importance of maintaining the originality of their work and view ChatGPT as a tool, not as a substitute for the creative process that humans should be doing. Thus, the challenge that arises does not lie in the existence of technology itself, but in how it is used in the process of creating works (Amabile, 1996; Kim & Kim, 2024)

In addition to being related to academic aspects and creativity, the results of the study also show that there are challenges related to the ethics of using artificial intelligence in the educational environment. The informant revealed that the use of ChatGPT often raises questions about the boundary between technological assistance and personal work. Some students realize that the disproportionate use of AI can cause problems of academic integrity, especially if the answers generated are used directly without further analysis, reflection, or development. This awareness shows that FKIP Art Education students of Tanjungpura University not only consider the practical aspects of the use of technology, but also pay attention to the ethical implications that come with it. In the context of higher education, ethical issues are becoming increasingly important because they are related to the formation of academic character, intellectual responsibility, and appreciation for the learning process that is carried out honestly and responsibly (Cotton et al., 2024; Maulana et al., 2024).

Overall, the research findings show that the use of ChatGPT in art learning presents both interrelated opportunities and challenges. Art Education students of FKIP Tanjungpura University receive various benefits in the form of easy access to information, support in the development of ideas, increased learning efficiency, and assistance in the production of creative content. However, at the same time they are also faced with various challenges related to technological dependence, information validity, originality of work, and academic ethics. These findings are in line with the view of Huang et al. (2023) who assert that the success of AI integration in education is highly dependent on the ability of users to use technology critically and responsibly. Therefore, the use of ChatGPT in art learning needs to be accompanied by strengthening digital literacy, critical thinking skills, ethical awareness, and a commitment to authentic creativity. In this way, artificial intelligence technology can serve as a supporting tool that enriches the learning experience without diminishing the essence of creativity as the main foundation in arts education.

## **Conclusion**

This research shows that ChatGPT has become part of the learning practices of FKIP Art Education students of Tanjungpura University in supporting the development of creativity and academic activities. The use of ChatGPT is not only limited to information search, but also includes the exploration of ideas, the development of work concepts, the preparation of digital content, and support for the independent learning process. The presence of ChatGPT provides a wider space for students to find inspiration, overcome the impasse of ideas, and develop various alternative ideas that can be used in academic and creative activities. In addition, this

technology also helps improve learning efficiency through easy access to information, more structured assignment preparation, and flexibility in obtaining learning support according to the needs of each student. These findings show that ChatGPT has the potential to enrich the learning experience and support the creative process when used appropriately and proportionately.

On the other hand, this study also reveals that the use of ChatGPT presents various challenges that need attention, especially those related to technology dependence, information validity, originality of works, and academic ethics. Therefore, the use of ChatGPT in art learning cannot be understood solely as the use of technology, but also as part of efforts to build digital literacy, critical thinking skills, and academic responsibility of students. The results confirm that creativity remains rooted in an individual's ability to process, interpret, and develop ideas into meaningful works, while ChatGPT serves as a tool that expands opportunities for exploration and learning. Thus, the integration of artificial intelligence in art education needs to be directed at strengthening students' creative and reflective competencies so that technology can be used as a learning partner that supports, not replaces, the role of humans in the process of creating and developing knowledge.

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