

Malaysian Respondents' Perceptions of Artificial Intelligence in Creative Writing

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Abstract: The rapid advancement of Artificial Intelligence (AI), particularly generative AI based on large language models, has transformed the contemporary writing landscape, including creative writing. This technology supports idea generation, refines language, produces initial drafts, and accelerates content creation. However, its increasing use raises concerns regarding originality, authorship, ethical responsibility, and the future of human creativity (Gero *et al.*, 2023; Begum, 2025). This study examines perceptions of AI use in creative writing, focusing on three dimensions: originality, ethical awareness, and future implications among respondents in Malaysia. A quantitative research design was employed using an online survey involving 51 respondents, including students, educators, writers, literary practitioners, and members of the public. Data were analysed using descriptive statistics, including frequency, percentage, and mean score. The findings indicate that most respondents perceive AI positively as a support tool rather than a replacement for human writers. AI is seen as enhancing efficiency, facilitating idea generation, and expanding access to creative writing. However, respondents expressed moderate concern regarding the originality of AI-assisted works, particularly in relation to emotional depth and authorial voice. They also emphasised the need for ethical guidelines concerning AI usage, copyright, and authorship responsibility. The study concludes that while AI is increasingly accepted as a valuable tool, human creativity, authenticity, and ethical governance remain essential for the balanced development of creative writing.

Keywords: Artificial Intelligence, Creative Writing, Originality, Ethics, Creativity Malaysia.

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1. INTRODUCTION

Artificial Intelligence (AI) is one of the most influential technological innovations of the 21st century and has significantly impacted various sectors, including education, business, healthcare, media, and the creative industry. The emergence of

generative AI based on large language models such as ChatGPT, Gemini, Claude, and Sudowrite enables users to generate text, refine language, expand ideas, and produce content more efficiently and accessibly. This development has transformed how individuals engage with writing processes, including in areas

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traditionally associated with human imagination and creativity (Dwivedi *et al.*, 2023; Kasneci *et al.*, 2023).

In the context of creative writing, AI introduces new possibilities through its ability to support plot generation, character development, dialogue creation, narrative structuring, and stylistic editing. Writers can utilise AI to overcome writer's block, explore alternative storylines, and accelerate the production of initial drafts. Previous studies indicate that many writers perceive AI as a collaborative tool when used to support human creativity rather than as a complete replacement for authors (Holzner *et al.*, 2025). Gero *et al.*, (2023) found that creative writers frequently use AI during the early stages of writing to obtain inspiration or generate alternative ideas. Similarly, Ippolito *et al.*, (2022) reported that professional writers regard AI as a useful tool for brainstorming, research, and content development.

Furthermore, the use of AI in writing is seen as expanding access to creative activities. This technology assists individuals who lack confidence in writing, face language barriers, or experience creative stagnation. In educational contexts, AI has been shown to enhance motivation, encourage experimentation with language styles, and improve students' engagement in creative writing tasks (Cheng, 2025; Dağışan, 2026; Alarcado *et al.*, 2026). These findings suggest that AI is not only relevant to professional writers but is also increasingly important among younger generations and general users.

However, the increasing use of AI in creative writing has also generated significant debate. Creative writing has traditionally been associated with originality, imagination, lived experience, authorial voice, and emotional depth. Therefore, the use of AI raises questions about whether machine-assisted texts can retain authentic and artistic value. Raj *et al.*, (2026), through experiments involving thousands of participants, found that creative works were rated lower when readers were informed that the content was generated by AI or with AI assistance. This phenomenon, known as the *AI disclosure penalty*, reflects the perception that such works are less authentic.

In addition to concerns about originality, ethical issues are increasingly prominent. The use of AI in writing raises questions regarding authorship status, copyright ownership, transparency, plagiarism, and accountability. Formosa *et al.*, (2025) found that public acceptance of authorship decreases when AI contributions become dominant. Similarly, Park (2026) argues that AI challenges traditional notions of who qualifies as an author in the era of

human-machine collaboration. In the same vein, Begum (2025) highlights that AI is redefining the relationship between author, text, and reader in the digital age. Llerena-Izquierdo *et al.*, (2025) further emphasise that generative AI requires governance frameworks that prioritise transparency, accountability, and responsible innovation.

In the Malaysian context, interest in AI is rapidly growing across education, academic writing, entrepreneurship, and literature. Ariffin and Ain (2023) note that AI has the potential to support Malay poetry creation through idea generation and language experimentation, although it raises ethical concerns regarding originality. Shahbudin (2024) further suggests that AI can contribute to innovation in Malay novel writing, provided that it is balanced with local literary identity and authors' rights. Media discussions also indicate that AI has the potential to attract new writers and expand the creative writing ecosystem (Sinar Harian, 2023; Wadah DBP, 2024).

Despite the growing body of global research on AI, empirical studies examining Malaysian perceptions of AI in creative writing remain limited. Most existing studies focus on educational settings, technical efficiency, or Western contexts, whereas cultural, linguistic, and literary traditions may significantly influence societal acceptance of AI technologies.

Therefore, this study aims to examine Malaysian respondents' perceptions of AI use in creative writing by focusing on three main dimensions: originality, ethical awareness, and future implications. This study is important in providing local empirical evidence that can assist educational institutions, literary communities, publishers, and policymakers in developing balanced approaches to integrating AI into creative writing practices.

2. Problem Statement

The rapid advancement of generative Artificial Intelligence (AI) has significantly transformed contemporary writing practices, including in the domain of creative writing. This technology is increasingly utilised for idea generation, draft development, language enhancement, and narrative construction, enabling content to be produced more efficiently. Existing studies indicate that AI functions as a supportive tool that facilitates idea development, accelerates writing processes, and helps overcome creative blocks (Gero *et al.*, 2023; Amal *et al.*, 2024; Holzner *et al.*, 2025).

However, the growing integration of AI into creative writing raises critical concerns regarding the originality of literary works. Traditionally, creative writing is closely associated with originality,

emotional depth, personal experience, aesthetic sensitivity, and authorial voice. Although AI can generate coherent and structured text, its output is often perceived as formulaic, lacking emotional depth, and devoid of genuine human experience (Ippolito *et al.*, 2022; Begum, 2025; Hamat, 2024). In literary contexts, this may potentially undermine the uniqueness and intrinsic value of creative works.

In addition to concerns about originality, ethical uncertainties remain unresolved. The use of AI in writing raises questions regarding authorship contribution, copyright ownership, transparency of AI usage, and accountability. Previous studies suggest that perceptions of authorship decline when AI contributions become dominant, while readers increasingly demand transparency regarding the extent of AI involvement (Formosa *et al.*, 2025; Llerena-Izquierdo *et al.*, 2025). In the absence of clear guidelines, disputes related to ownership, plagiarism, and misuse are likely to intensify within the creative industry.

In Malaysia, official guidelines on the use of generative AI have been introduced to emphasise integrity, responsible use, and institutional governance (Ministry of Higher Education Malaysia, 2024). However, specific guidelines addressing creative writing and literary publishing remain limited. At the same time, local developments indicate that AI is increasingly accepted as a creative support tool among emerging writers and literary communities (Wadah DBP, 2024; Dewan Sastera, 2025).

Despite the growing body of global research on AI and writing, several research gaps remain. First, most studies focus on educational contexts, technical usability, or professional users, rather than the creative writing community. Second, many studies examine efficiency and productivity but do not simultaneously address originality, ethical awareness, and future implications. Third, empirical evidence from Southeast Asia, particularly Malaysia, remains limited.

More importantly, there is still insufficient understanding of how Malaysian respondents, including students, educators, writers, and the general public, perceive the role of AI in creative writing. This understanding is crucial, as cultural context influences interpretations of originality, literary identity, and ethical responsibility. Therefore, this study seeks to examine perceptions of AI use in creative writing among Malaysian respondents, with a focus on originality, ethical awareness, and future implications.

3. LITERATURE REVIEW

The rapid development of Artificial Intelligence (AI), particularly generative AI based on large language models, has transformed various aspects of human life, including education, communication, media, and the creative industries. In the context of writing, AI is no longer limited to technical tasks such as grammar checking and translation but is increasingly involved in creative processes such as idea generation, narrative development, stylistic editing, and literary content production. This development positions AI as a significant phenomenon that requires scholarly examination, particularly in relation to creativity, originality, and ethics (Dwivedi *et al.*, 2023; Kasneci *et al.*, 2023).

Although AI offers numerous benefits in terms of productivity and accessibility, its use in creative writing raises questions regarding authorship identity, aesthetic value, and the future of human creativity. This literature review is organised into six key themes: AI in creative writing, originality and human creativity, ethical issues and authorship, future implications, research gaps, and the conceptual framework.

3.1 Artificial Intelligence in Creative Writing

Advancements in generative AI have introduced new dimensions to creative writing practices. Applications such as ChatGPT, Gemini, Claude, and Sudowrite enable users to generate story plots, develop characters, propose dialogues, structure narratives, and refine writing styles. Unlike traditional writing software, these systems provide interactive feedback and generate content almost instantaneously.

Gero *et al.*, (2023) found that creative writers primarily use AI during the early stages of writing to gain inspiration, generate alternative ideas, and overcome creative blocks. Their findings suggest that AI is more commonly used as a supportive tool rather than a replacement for human creativity. This is supported by Ippolito *et al.*, (2022), who reported that professional writers view AI as a collaborative partner for research, content development, and idea generation.

In educational contexts, Cheng (2025) demonstrated that the use of multimodal generative AI in creative writing instruction enhances students' creativity, motivation, and writing quality. Amal *et al.*, (2024) further explain that emerging users perceive AI as a valuable tool for digital writing, particularly in terms of speed and idea structuring. Isma'il *et al.*, (2026) also found that AI integration in poetry writing improves students' imagination, diction, and writing confidence.

In Malaysia, the use of AI in local literature has begun to attract scholarly attention. Ariffin and Ain (2023) suggest that AI has the potential to support Malay poetry creation through idea exploration and linguistic experimentation, while Shahbudin (2024) emphasises that AI can drive innovation in Malay novel writing if used ethically and responsibly. These studies indicate that AI holds significant potential as a creative writing support tool, although its effectiveness depends on users' literacy, pedagogical design, and human oversight in the creative process.

3.2 Originality and Human Creativity

One of the most dominant issues in discussions of AI and creative writing is the question of originality. Creative writing is traditionally associated with lived experience, imagination, emotion, self-reflection, and authorial voice. Therefore, the emergence of AI-assisted writing raises concerns about whether machine-generated texts can be considered authentic works.

Raj *et al.*, (2026), through experiments involving thousands of participants, found that readers' evaluations of creative works declined when they were informed that the works were generated by AI or with AI assistance. This phenomenon, known as the *AI disclosure penalty*, stems from the perception that AI-generated content lacks authenticity compared to human-created works. Begum (2025) further argues that AI is redefining the concept of authorship and literary narratives in the digital age. Although AI can replicate narrative structures and stylistic patterns, elements such as authorial intention, lived experience, and subjective meaning remain difficult to reproduce.

Ippolito *et al.*, (2022) also note that while AI can produce fluent and convincing text, its content is often perceived as generic, lacking emotional depth and stylistic identity. In a comparative study of human and AI-generated poetry, Hamat (2024) found that human-authored works demonstrate greater lexical richness and expressive diversity. However, Park (2026), through a literary competition involving human, AI, and hybrid submissions, argues that AI challenges traditional definitions of authorship and creativity. The key issue is no longer whether AI can write, but whether creativity is still perceived as an exclusively human attribute.

In the context of Malay literature, this issue is particularly significant, as local literary works often embody cultural values, collective experiences, and deep emotional expression. Ariffin and Ain (2023) highlight that Malay poetry is closely tied to linguistic sensitivity, cultural values, and emotional nuance that are difficult to replicate through automated

systems. Similarly, Shahbudin (2024) emphasises that Malay novel writing reflects social experiences and local literary identity. Therefore, although AI can assist the creative process, human creativity remains uniquely valuable in terms of emotional experience, artistic intention, and authenticity of expression (Ippolito *et al.*, 2022; Begum, 2025; Raj *et al.*, 2026).

3.3 Ethical Issues and Authorship

Beyond originality, the use of AI in creative writing raises significant ethical concerns. These include issues related to authorship status, copyright ownership, transparency of AI usage, plagiarism, content manipulation, and accountability.

Formosa *et al.*, (2025) found that public acceptance of authorship decreases when AI contributions become overly dominant, indicating that authorship is still strongly associated with human intellectual effort. Llerena-Izquierdo *et al.*, (2025) emphasise that the key challenge of generative AI lies not only in technological innovation but also in establishing governance frameworks that prioritise transparency, accountability, and social responsibility.

Arimbi and Putra (2024) further explain that traditional copyright systems are based on the assumption that authors are human individuals who produce works through intellectual effort. As such, AI-generated content introduces new legal challenges regarding ownership, royalties, and liability.

In educational settings, Alarcado *et al.*, (2026) found that trainee teachers accept AI as a tool for pre-writing and revision but emphasise the need for clear guidelines on transparency, assessment integrity, and ethical usage. In Malaysia, the Ministry of Higher Education (2024) has introduced guidelines on generative AI usage that stress integrity, responsible use, and transparency. However, specific ethical frameworks for creative writing and literary publishing remain underdeveloped. Therefore, the development of clear ethical guidelines is crucial to ensure that AI is used fairly, transparently, and in a manner that respects human authorship.

3.4 Future Implications for Creative Writing

AI is expected to play an increasingly significant role in the future of creative writing. This technology has the potential to democratise access to writing by assisting individuals who lack confidence, face language barriers, or experience creative blocks. It can also accelerate editing processes and draft production.

Cheng (2025) found that AI usage enhances writing confidence, self-directed learning, and student motivation in creative writing. Similarly, Isma'il *et al.*, (2026) reported higher levels of student engagement when AI is used as a supportive tool in the creative process. Holzner *et al.*, (2025) further argue that human-AI collaboration may lead to new models of creative production that combine technological efficiency with human sensitivity.

In the Malaysian context, Wadah DBP (2024) reported that AI has successfully sparked interest among new writers who previously lacked confidence in producing creative works. Likewise, Dewan Sastera (2025) emphasises that the future of creative writing depends on writers' ability to adapt to technology without compromising literary values.

Nevertheless, several risks have been identified, including overdependence on AI, decline in critical thinking, homogenisation of writing styles, and loss of authorial voice. Raj *et al.*, (2026) emphasise that despite technological advancement, public acceptance of AI-generated works remains influenced by perceptions of authenticity and human value. Similarly, Sinar Harian (2023) highlights the need to balance technological advancement with cultural responsibility and human values.

Therefore, the future of creative writing does not depend on replacing humans with machines, but

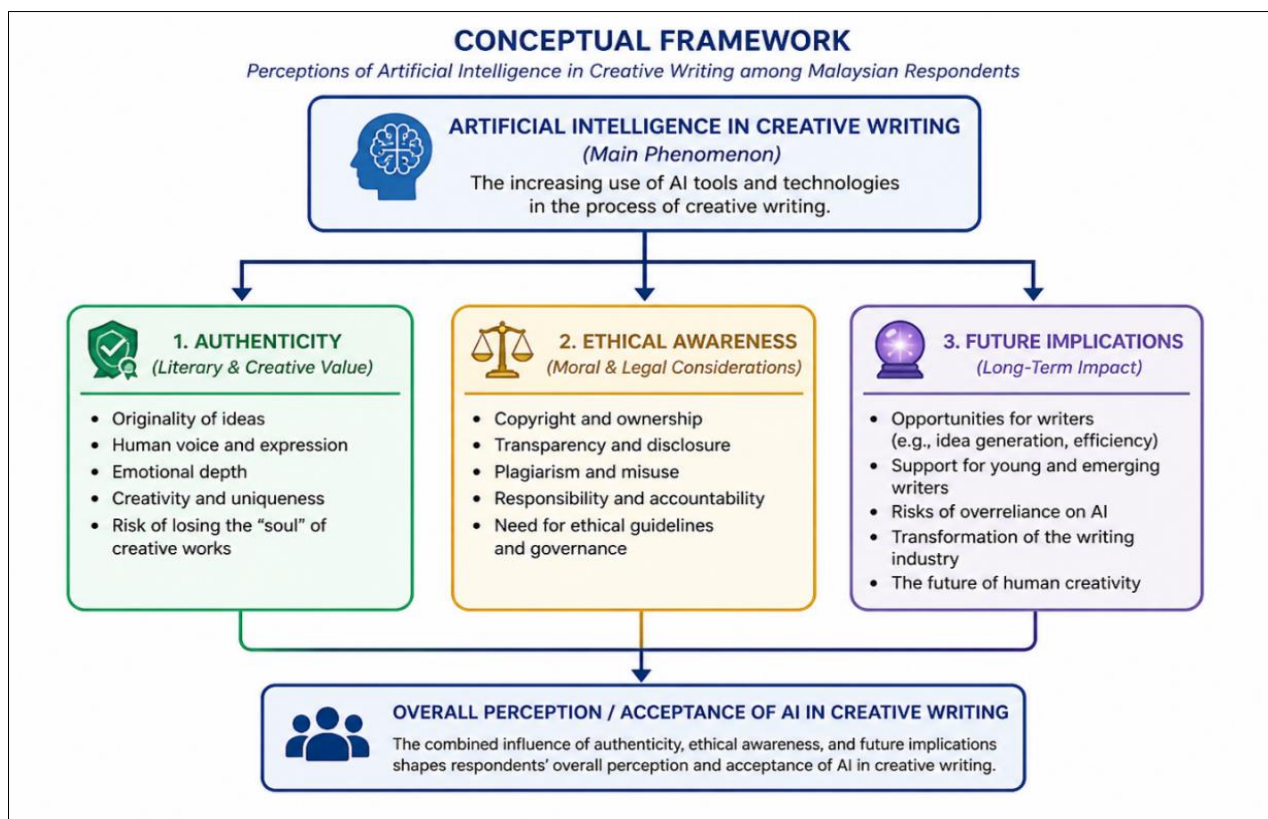
rather on developing a balanced and ethical human-AI collaboration.

3.5 Research Gap

Despite the rapid growth of AI-related studies, several research gaps remain. First, most studies focus on educational outcomes, academic writing performance, or technical experimentation, while the context of creative writing remains underexplored. Second, many studies are conducted in Western settings or in the English language, whereas research within Southeast Asian and Malay language contexts remains limited. Cultural values, societal norms, and literary traditions may significantly influence the acceptance of AI.

Third, most studies focus on a single dimension, such as technological effectiveness or ethical issues, rather than integrating multiple dimensions simultaneously. Studies that examine originality, ethical awareness, and future implications together remain scarce. Fourth, perspectives from different groups, including students, educators, writers, and the general public, are rarely combined within a single study.

Therefore, this study addresses these gaps by examining the perceptions of Malaysian respondents from diverse backgrounds.



3.6 Conceptual Framework

Based on the literature review, this study proposes that perceptions of AI use in creative writing are influenced by three main dimensions:

1. Originality – perceptions of originality, authorial voice, emotional value, and human creativity
2. Ethical Awareness – perceptions of copyright, transparency of AI usage, responsibility, and authorship status
3. Future Implications – perceptions of opportunities, risks, future of writers, and evolution of creativity

These three dimensions collectively shape overall perceptions of AI acceptance in creative writing. The framework serves as the foundation for instrument development, data analysis, and interpretation of findings. Overall, the literature suggests that AI has significant potential as a creative writing support tool, while simultaneously raising challenges related to originality, authorship, and ethical governance. This study adopts the position that the future of creative writing lies not in machine dominance, but in the development of collaborative relationships between human creativity and artificial intelligence.

4. METHODOLOGY

This study adopts a quantitative research design employing a survey method to examine respondents' perceptions of the use of Artificial Intelligence (AI) in creative writing. A quantitative approach was selected as it enables systematic data collection and analysis through statistical techniques, thereby allowing patterns of perception to be identified across a group of respondents. The survey method is appropriate for this study as it facilitates the collection of data from a relatively large number of participants within a limited timeframe, particularly when exploring attitudes, perceptions, and behavioural tendencies (Creswell, 2014).

This study is exploratory in nature, aiming to provide an initial understanding of how selected respondents in Malaysia perceive the role of AI in creative writing, particularly in relation to originality, ethical awareness, and future implications.

The target population of this study consists of individuals who are exposed to writing practices and digital technology, including students, educators, writers, literary practitioners, and members of the general public. Given the exploratory nature of the study, a non-probability sampling technique, specifically convenience sampling, was employed.

A total of 51 respondents participated in this study. Participants were selected based on their

accessibility and willingness to respond to the survey. Although the sample size is relatively modest, it is considered adequate for exploratory analysis aimed at identifying general trends and patterns of perception.

4.1 Research Instrument

Data were collected using a structured questionnaire developed based on the conceptual framework of the study and supported by previous literature. The questionnaire consists of two main sections:

Section A: Demographic Information

This section collects basic information about respondents, including age, occupation, and prior experience in using AI for writing purposes.

Section B: Perceptions of AI in Creative Writing

This section contains a series of statements designed to measure respondents' perceptions across three main dimensions:

1. Originality – including perceptions of emotional depth, creativity, and authenticity of AI-assisted writing
2. Ethical Awareness – including issues related to authorship, copyright, transparency, and responsibility
3. Future Implications – including perceptions of AI's role in shaping the future of creative writing

All items were measured using a five-point Likert scale, ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

The use of a Likert scale allows for the quantification of subjective perceptions and facilitates statistical analysis of respondents' attitudes.

4.2 Data Collection Procedure

The questionnaire was distributed online using digital platforms, enabling respondents to complete the survey conveniently. Participation was voluntary, and respondents were informed of the purpose of the study prior to answering the questionnaire.

Informed consent was obtained from all respondents, and confidentiality of the data was assured. Respondents were not required to disclose personal identifiers, and all information collected was used solely for academic purposes.

4.3 Data Analysis

The collected data were analysed using descriptive statistical methods. The analysis includes:

- Frequency (n) – to determine the number of responses for each category
- Percentage (%) – to describe the distribution of responses
- Mean score – to identify the overall level of agreement for each item

The interpretation of mean scores was categorised as follows:

- 1.00 – 2.33 = Low
- 2.34 – 3.66 = Moderate
- 3.67 – 5.00 = High

Descriptive analysis was chosen as it is suitable for summarising and interpreting

perception-based data, particularly in exploratory studies.

This study adheres to basic ethical research principles. Participation was entirely voluntary, and respondents had the right to withdraw at any point. Informed consent was obtained prior to participation, and respondents were assured that their responses would remain confidential and used solely for research purposes. No personal or sensitive data were collected, and all responses were analysed anonymously to protect respondents' privacy.

5. FINDINGS

5.1 Respondent Demographic Profile

A total of 51 respondents participated in this study. The demographic profile is presented to provide context for the interpretation of the findings.

Table 1: Age Distribution of Respondents

Age Group	Frequency (n)	Percentage (%)
13-17 years	1	2.0
18-24 years	28	54.9
25-34 years	7	13.7
35-44 years	3	5.9
45-54 years	9	17.6
55 years and above	3	5.9
Total	51	100

The majority of respondents were aged 18-24 years (54.9%), followed by those aged 45-54 years (17.6%). This indicates that the sample is largely dominated by younger individuals, which may

influence the overall perception of AI as younger users are generally more familiar with digital technologies.

Table 2: Occupational Background of Respondents

Occupation	Frequency (n)	Percentage (%)
Student	31	60.8
Educator	5	9.8
Writer	4	7.8
Literary Practitioner	2	3.9
Others	9	17.6
Total	51	100

Most respondents were students (60.8%), followed by individuals from other occupational backgrounds. A smaller proportion consisted of educators, writers, and literary practitioners. This

suggests that the findings largely reflect perspectives from individuals who are still in the learning phase or early engagement with writing.

Table 3: Experience in Using AI for Writing

Experience	Frequency (n)	Percentage (%)
Yes	48	94.1
No	3	5.9
Total	51	100

A substantial majority of respondents (94.1%) reported having used AI tools for writing. This indicates that the findings are based largely on

respondents with actual experience using AI, thereby strengthening the relevance of the results.

5.2 Overall Mean Scores by Dimension

Table 4 shows the mean scores for the three main dimensions examined, namely originality, ethical awareness, and future implications.

Table 4: Mean Scores of Key Dimensions

Dimension	Mean Score	Interpretation
Originality	3.56	Moderate
Ethical Awareness	3.59	Moderate
Future Implications	3.80	High

The results show that Future Implications recorded the highest mean score (3.80), indicating that respondents generally perceive AI as having a significant impact on the future of creative writing. In contrast, the dimensions of originality and ethical

awareness were rated at a moderate level, suggesting a balanced perception among respondents.

5.3 Perceptions of AI in Creative Writing

Table 5 shows the mean scores for the three main dimensions examined, namely originality, ethical awareness, and future implications.

Table 5: Perceptions of AI in Creative Writing

Item	Mean	Interpretation
AI is more suitable as a support tool than a replacement	4.27	High
AI significantly impacts creative writing	3.90	High
AI use will become unavoidable in the future	3.86	High

The findings indicate that respondents strongly agree that AI should function as a support tool rather than a replacement. Respondents also recognise the growing influence of AI in creative writing and its increasing role in future writing practices.

5.4 Perceptions of Originality

The following section presents respondents' perceptions of AI in creative writing based on several key statements reflecting its role and impact.

Table 6: Perceptions of Originality in AI-Assisted Writing

Item	Mean	Interpretation
AI cannot replicate emotional depth and human creativity	3.69	High
AI reduces originality of creative work	3.49	Moderate
AI-assisted writing can still be considered human work	3.50	Moderate

Respondents expressed moderate concern regarding originality. While AI is acknowledged as useful, respondents still associate originality with human emotion, creativity, and personal experience.

5.5 Ethical Awareness of AI Usage

The following section presents respondents' perceptions of AI in creative writing based on several key statements reflecting its role and impact.

Table 7: Ethical Awareness of AI in Creative Writing

Item	Mean	Interpretation
Ethical guidelines for AI should be established	3.73	High
Writers' associations should regulate AI use	3.68	High
AI raises ethical concerns	3.51	Moderate
Copyright issues are unclear	3.44	Moderate

Respondents demonstrate awareness of ethical issues, particularly regarding the need for guidelines. However, the moderate scores indicate that understanding of these issues may still be developing.

5.6 Future Implications of AI in Creative Writing

Table 8 presents respondents' perceptions of the future implications of AI in creative writing, including its potential benefits and associated risks.

Table 8: Future Implications of AI in Creative Writing

Item	Mean	Interpretation
Young writers should be educated about ethical AI use	4.05	High
AI helps young writers generate ideas	3.86	High
AI will shape the future of writing	3.78	High
Overdependence on AI reduces creativity	3.52	Moderate

Respondents generally view AI as having a significant influence on the future of creative writing. At the same time, concerns about overdependence suggest awareness of potential risks.

Overall, the findings indicate that respondents hold a positive yet cautious perception towards AI in creative writing. AI is widely accepted as a supportive tool, while concerns regarding originality, ethics, and long-term impact remain.

6. DISCUSSION

The discussion section interprets the findings of the study by relating them to existing literature and the study objectives. It focuses on three key dimensions, namely originality, ethical awareness, and future implications, in order to provide a comprehensive understanding of respondents' perceptions of AI in creative writing.

6.1 AI as a Supportive Tool Rather Than a Replacement

One of the most significant findings of this study is that respondents clearly perceive AI as a supportive tool rather than a replacement for human writers, as indicated by the high mean score (4.27). This suggests a strong consensus that AI should function as an assistive technology within the creative process rather than replacing human authorship. This finding is consistent with previous studies which emphasise that AI is most effective when used as a collaborative partner. For instance, Ippolito *et al.*, (2022) found that professional writers use AI primarily for brainstorming, idea generation, and overcoming creative blocks, rather than replacing human creativity. Similarly, Gero *et al.*, (2023) reported that AI is frequently utilised during the early stages of writing to support ideation processes.

In addition, Holzner *et al.*, (2025) argue that human-AI collaboration enhances creative productivity when both entities contribute complementary strengths. This suggests that AI functions as an augmentation tool rather than a substitute for human creativity. In the Malaysian context, the findings of this study indicate that respondents share a similar perspective, recognising the benefits of AI while maintaining the importance of human involvement in creative writing. This finding is also reflected in the present study, where respondents recorded a high mean score (4.27) for

viewing AI as a support tool, indicating a clear preference for maintaining human control in the creative process.

6.2 Originality and the Irreplaceable Value of Human Creativity

Despite the positive perception of AI, respondents expressed moderate concern regarding originality, particularly in relation to emotional depth and authorial voice. The finding that AI is perceived as limited in replicating human emotional expression (mean = 3.69) highlights the continued importance of human creativity. This is evident in the present study, where respondents reported a relatively high mean score (3.69) for the statement that AI cannot replicate emotional depth and human creativity, reinforcing the continued importance of human experience in creative writing. However, this also raises questions about the long-term impact of AI on the uniqueness of creative expression if overused.

This finding aligns with previous studies which indicate that AI-generated content often lacks emotional depth and stylistic uniqueness (Ippolito *et al.*, 2022; Begum, 2025). Raj *et al.*, (2026) further demonstrated that creative works are evaluated less favourably when audiences are informed that they are AI-generated, a phenomenon known as the *AI disclosure penalty*. Hamat (2024) also found that human-authored texts demonstrate greater lexical richness and expressive depth compared to AI-generated content. Meanwhile, Park (2026) argues that AI challenges traditional definitions of authorship, raising questions about the nature of creativity in the digital age.

In the context of Malay literature, originality is closely linked to cultural identity and lived experience. Ariffin and Ain (2023) highlight that Malay poetry embodies emotional sensitivity and cultural nuance, which are difficult to replicate through automated systems. Similarly, Shahbudin (2024) emphasises that Malay literary works are shaped by social experience and local identity. Therefore, despite technological advancements, human creativity remains essential in preserving authenticity in creative writing.

6.3 Ethical Awareness and the Need for Governance

Another key finding of this study is the relatively high level of ethical awareness among

respondents, particularly regarding the need for guidelines on AI usage (mean = 3.73). This indicates that respondents recognise the ethical complexities associated with AI in creative writing. This concern is reflected in the present study, where respondents expressed strong agreement on the need for ethical guidelines (mean = 3.73), indicating growing awareness of governance issues in AI-assisted writing.

This finding is consistent with previous research highlighting concerns related to authorship, transparency, and accountability. Formosa *et al.*, (2025) found that public acceptance of authorship decreases when AI contributions become dominant. Llerena-Izquierdo *et al.*, (2025) further emphasise the need for governance frameworks that prioritise transparency and responsible innovation. Arimbi and Putra (2024) argue that AI-generated content challenges traditional copyright systems, particularly in defining ownership and accountability. Similarly, Alarcado *et al.*, (2026) highlight that clear ethical guidelines are necessary to ensure responsible use of AI in educational and creative contexts.

In Malaysia, the Ministry of Higher Education (2024) has introduced general guidelines for AI usage; however, specific frameworks for creative writing remain limited. The findings of this study suggest a clear need for structured ethical governance within the creative industry.

6.4 Future Implications: Opportunities and Risks

The findings indicate that respondents perceive AI as having a significant impact on the future of creative writing, particularly in enhancing accessibility and supporting new writers. This is supported by the present findings, where respondents showed high agreement that AI will shape the future of creative writing (mean = 3.78) and that young writers should be educated on ethical AI use (mean = 4.05). However, the moderate concern regarding overdependence (mean = 3.52) suggests that respondents are aware of the potential risks associated with excessive reliance on AI. This aligns with Cheng (2025), who found that AI improves writing confidence, motivation, and engagement among students. Isma'il *et al.*, (2026) also reported increased participation in creative writing when AI is used as a support tool. Holzner *et al.*, (2025) further argue that human-AI collaboration can lead to new models of creative production.

In the Malaysian context, Wadah DBP (2024) reported that AI has encouraged new writers to engage in creative writing, while Dewan Sastera (2025) emphasises the importance of adapting technology without compromising literary values. However, respondents also expressed concern

regarding overdependence on AI, which may reduce creativity and critical thinking. This concern is supported by Raj *et al.*, (2026), who highlight that public acceptance of AI-generated work remains influenced by perceptions of authenticity. Similarly, Sinar Harian (2023) stresses that technological advancement must be balanced with cultural responsibility. Therefore, while AI presents opportunities, its long-term impact depends on how it is used.

This study contributes to the literature by providing empirical evidence from the Malaysian context, which remains underexplored in AI research. Most existing studies focus on Western contexts, whereas this study incorporates perspectives from diverse respondent groups. Furthermore, this study integrates three key dimensions, which are originality, ethical awareness, and future implications into a single framework, offering a more comprehensive understanding of AI in creative writing. From a practical perspective, the findings can inform educators, policymakers, and literary organisations in developing guidelines and strategies for responsible AI use.

Overall, the findings demonstrate that respondents hold a balanced perspective towards AI in creative writing. While AI is accepted as a useful support tool, concerns regarding originality, ethics, and overdependence remain. The study suggests that the future of creative writing lies not in replacing human writers, but in fostering a collaborative relationship between human creativity and artificial intelligence.

7. CONCLUSION

This study examined Malaysian respondents' perceptions of the use of Artificial Intelligence (AI) in creative writing, focusing on three key dimensions: originality, ethical awareness, and future implications. Overall, the findings indicate that respondents hold a positive yet cautious perspective towards AI in the creative writing domain.

The results show that the majority of respondents perceive AI as a supportive tool rather than a replacement for human writers. AI is recognised for its ability to enhance efficiency, assist idea generation, and facilitate the writing process. However, respondents remain concerned about the originality of AI-assisted works, particularly in relation to emotional depth, authorial voice, and authenticity. These findings suggest that while AI is capable of supporting technical aspects of writing, human creativity continues to play a central role in producing meaningful and authentic literary works.

In addition, respondents demonstrate a growing awareness of ethical issues associated with AI usage, including authorship, copyright, transparency, and accountability. The strong agreement on the need for ethical guidelines indicates that respondents recognise the importance of responsible AI integration in creative writing.

Overall, this study concludes that AI is increasingly accepted as a valuable technological tool, but it does not replace the role of human writers. Instead, AI reshapes the creative process, requiring a balance between technological innovation and human creativity to ensure the sustainability and integrity of creative writing practices.

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