ABSTRACT

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Creative writing instruction has often prioritized linguistic accuracy over creativity, and the growing use of AI in writing classrooms raises concern that it may substitute for students' own creative thinking. This qualitative case study examined how the integration of Brain-Based Learning (BBL), operationalised through outdoor immersion, and AI-assisted scaffolding, with ChatGPT confined to meta-prompted roles, influenced eleventh-grade students' creativity in comic writing, and how their learning experiences explain that development. Three pairs representing high, moderate, and low baseline creativity were purposively selected from fourteen pairs at a Bandung senior high school. Data comprised baseline and final comics scored by two raters for fluency, flexibility, originality, and elaboration, reflection logs, and semi-structured interviews, analysed through score comparison and NVivo-assisted thematic analysis. Each dimension showed a distinct core. Fluency with patterning and the Structure Coach, flexibility with peripheral perception and the Analytical Reviewer, originality with the search for meaning, unconscious processing, and the Analytical Reviewer, and elaboration with emotion, parts and wholes, natural spatial memory, and the Evidence Checker. Gains in fluency, flexibility, and elaboration were compensatory, largest for weaker-baseline pairs, consistent with scaffolding within the Zone of Proximal Development, whereas originality grew least at every level. Learning experiences, traced through paired Wallas and Kolb stages, revealed a shared cycle of preparation - concrete experience, incubation - reflective observation, illumination – abstract conceptualization, and verification – active experimentation, with the outdoor setting supporting earlier stages and AI later ones. Each pair's anchor and revision criterion set the direction of change, originality emerged only where students sought a more interesting conflict. Socratic Questioning prompts and longer interventions are recommended.

Keywords: *AI-assisted scaffolding; Brain-Based Learning; creativity; comic writing*