**Polygon : Jurnal Ilmu Komputer dan Ilmu Pengetahuan Alam**
**Volume. 3 Nomor. 4 Juli 2025**
e-ISSN: 3046-5419; p-ISSN: 3032-6249, Hal 91-100
DOI : https://doi.org/10.62383/polygon.v3i4.700
*Available online at:* https://journal.arimsi.or.id/index.php/Polygon

# Artificial Intelligence Applications in Piano Education: An Informatics-Based Literature Analysis

**Aditya Dimas Dewanto [1*], Ari Sugiharto [2]**
[1-2]Universitas Teknologi Yogyakarta, Indonesia
*Email : adityadimas@staff.uty.ac.id [1], ari.sugiharto@uty.ac.id [2]*

Address: Jl. Siliwangi, Jombor Lor, Sendangadi, Kec. Mlati, Kabupaten Sleman, Daerah Istimewa Yogyakarta, Indonesia
*Author correspondence: adityadimas@staff.uty.ac.id* *

***Abstract.*** *This study examines the role of Artificial Intelligence (AI) in piano education through a qualitative review of six recent academic sources. AI technology has brought about significant transformations in music learning methods, particularly for the piano instrument. Various AI applications such as automated performance feedback systems, musical accompaniment generators, technical error detection devices, and adaptive learning platforms have enabled new approaches to teaching and learning. AI provides instant feedback, tailored exercises to individual abilities, and creates more interactive and flexible learning environments. These innovations are considered to support the development of students' technical skills more effectively, while increasing learning motivation through personalization and ease of access. Furthermore, this study examines the information systems that support these AI applications, including human-computer interaction, audio signal processing, and the use of machine learning models to recognize playing patterns and technical errors. While AI offers significant benefits, concerns arise regarding its limitations in understanding and responding to the emotional aspects of music. AI is not yet capable of fully supporting the development of subjective and complex musical expression. Over-reliance on this technology is also feared to undermine students' critical thinking, artistic sensitivity, and creativity. Therefore, this study emphasizes the importance of a balanced integration between AI technology and human pedagogical roles, with the teacher remaining the primary facilitator in fostering expression, interpretation, and artistic values in piano learning. The study recommends further research on emotionally responsive AI, blended learning models, and long-term evaluation of AI's impact on students' artistic and musical development.*

***Keywords:*** *Adaptive Learning, Artificial Intelligence, Human–Computer Interaction, Hybrid Instruction, Music Technology.*

## 1. INTRODUCTION

The rise of Artificial Intelligence (AI) has led to significant developments across various educational fields, including science, humanities, and the arts. Within music education, particularly piano instruction, AI is increasingly recognized not only as a supplementary aid but also as a transformative force. AI-enhanced tools contribute to learner development through interactive platforms, real-time personalized feedback, and intelligent assessment systems that can evaluate rhythm accuracy, note precision, and expressive dynamics (Bilgic, 2021; Li, 2022; Carelli, 2020). These innovations allow for greater accessibility, flexibility, and engagement, enabling learners to practice more independently while receiving guidance comparable to that of a human instructor. Furthermore, Bugos et al. (2021) found that multimodal music programs leveraging technology influenced young children's expressive behavior, further highlighting the emotional and cognitive benefits of technology-enhanced instruction.

*Received: Juni 12, 2025; Revised: Juni 28, 2025; Accepted: Juli 13, 2025; Published: Juli 31, 2025*

As a result, traditional teaching methods that rely heavily on teacher-centred instruction are being re-examined. Many are now being supplemented, or in some contexts, even replaced by digital technologies that integrate machine learning, natural language processing, and automated performance analysis (Zhang & Wan, 2021; Carelli, 2020). These technologies not only support technical skill acquisition but also open new possibilities for creativity, improvisation, and performance refinement.

From an informatics standpoint, the application of AI in piano pedagogy represents a convergence of several core elements: software engineering, user interface design, data processing, and algorithmic modelling (Zhai & Xu, 2022; ResearchGate, 2022). Informatics principles underpin the development of adaptive learning environments and intelligent tutoring systems, making it possible to deliver more nuanced and responsive educational experiences. Understanding how AI-driven applications function and are structured can offer valuable perspectives for both educators and developers navigating the rapidly changing field of music learning (Zhang, 2021).

This paper takes a closer look at the ways artificial intelligence is being applied in piano instruction today. It considers not only how these tools are used in teaching, but also the underlying informatics and technologies that make them possible. Moreover, it explores how these advancements are influencing instructional strategies and educational outcomes in practice. In addition, the study addresses some of the challenges tied to AI integration, such as ethical concerns and current technical limitations, while also pointing toward key directions for future research and development. By reviewing a range of recent studies, the paper emphasizes the value of collaboration across disciplines. Teachers, technologists, and system designers all have a role to play in ensuring that AI enhances, rather than replaces, the creative and human aspects of music education.

## 2. METHODOLOGY

This research adopts a qualitative literature review to explore how Artificial Intelligence (AI) is being integrated into piano education. Given the interdisciplinary nature of this topic, reviewing existing studies allows for a clearer understanding of how ideas and practices are evolving across fields (Boote & Beile, 2005). Rather than relying on a single perspective, this method helps bring together insights from multiple sources, revealing patterns, innovations, and gaps. The goal is to map out the main uses of AI in piano instruction, examine the advantages it offers, and consider the challenges it raises, both technical and pedagogical. Along the way, the study also sheds light on the technological and informatics structures that

support these developments. Zhang et al. (2025) also emphasize how hybrid models combining traditional teaching with AI feedback impact self-efficacy and control beliefs in learners, adding depth to the literature framework.

A total of six peer-reviewed academic articles were selected for this analysis, guided by three main inclusion considerations. First, the publications were limited to those released between 2021 and 2023, to ensure the study reflects the most current advancements in AI technology and its educational applications. Second, the selected works specifically address the use of AI in piano education or closely related areas within music instruction, placing emphasis on piano-centered contexts rather than general music pedagogy. Finally, each article includes a meaningful discussion of informatics components, such as algorithm development, system modeling, or AI-based computing, relevant to the design and implementation of educational tools (Chen, 2024; Li, 2022; Bilgic, 2021; Zhang, 2021; Zhang & Wan, 2021; Zhai & Xu, 2022). Additionally, Liu & Chen (2024) demonstrate how machine learning algorithms like recurrent neural networks and HMM alignment can significantly enhance practice efficiency and expressive accuracy in piano education.

This study used thematic analysis as the primary approach to interpreting the data, a method considered effective for uncovering patterns and recurring ideas within qualitative sources (Braun & Clarke, 2006). Each selected article was carefully reviewed to identify repeated themes and core concepts, which were then grouped into larger categories based on their similarities. Through this process, the analysis brought to light several shared perspectives on how AI is being utilized in piano instruction, the types of teaching support these tools offer, and the benefits and challenges noted by both researchers and educators.

To enrich the analysis, the selected studies were also grouped according to the specific functions their AI tools served, reflecting key technological goals discussed across the literature. One common function involved feedback mechanisms, where AI systems offered real-time, personalized responses to students' playing, typically using audio or MIDI data (e.g., Bilgic, 2021; Li, 2022). Another category included accompaniment generation tools, which automatically created harmonically and rhythmically appropriate backing parts. Many of these systems were designed to adjust dynamically to the learner's input, often with the help of machine learning algorithms (Chen, 2024; Zhang & Wan, 2021). Lastly, some tools focused on performance evaluation, analyzing elements such as expressiveness, tempo control, and dynamic variation. These were used either for formative assessment or to support independent practice and reflection (Zhang, 2021; Zhai & Xu, 2022).

By combining thematic and functional analysis, this study highlights both the variety of ways AI is being used in piano education and the underlying technologies that make such applications possible. Tools powered by deep learning models and interactive systems, for example, play a key role in delivering responsive and adaptive learning experiences (Li, 2022). Tang (2024) also reports significant performance improvements in online piano learning systems that utilize support vector machines to tailor feedback and reduce errors. This approach offers a clearer picture of how informatics principles are shaping the development of AI in music instruction and helps map out the broader landscape of piano pedagogy in the age of intelligent technologies.

## 3. FINDINGS AND DISCUSSION

### A. AI Tools and Functions in Piano Instruction

The reviewed studies showcased a diverse and rapidly evolving array of AI-driven tools that are beginning to reshape the landscape of piano education. These technologies reflect a growing shift from rigid, one-size-fits-all instruction models toward more personalized, interactive, and student-centered approaches. One of the primary objectives of many AI systems in this domain is to tailor instruction to individual learners, thereby fostering more effective skill acquisition, greater learner autonomy, and enhanced motivation across varying levels of musical proficiency.

For instance, Bilgic (2021) and Li (2022) describe sophisticated performance analysis platforms that employ deep learning algorithms to assess key musical elements such as pitch accuracy, rhythmic consistency, tempo control, and expressive variation. These platforms rely on real-time audio or MIDI data input to generate immediate and highly specific feedback, allowing students to monitor their progress and make targeted improvements during practice sessions. This granular feedback mimics, and in some ways even enhances, the kind of guidance a human teacher might offer in one-on-one instruction.

In another vein, Chen (2021) presents AI-based accompaniment generators that dynamically respond to a student's playing. These systems provide real-time harmonic and rhythmic support, making them valuable not only for structured repertoire practice but also for more exploratory activities such as improvisation. Such tools are particularly useful in helping learners internalize musical context and develop aural responsiveness, two competencies often underemphasized in traditional methods.

Further extending the potential of AI in independent learning settings, Zhang (2021) discusses intelligent tutoring systems equipped with error-detection and correction capabilities. These systems can identify common mistakes—such as missed notes, inconsistent dynamics, or timing issues—and offer corrective suggestions or demonstrations. This is especially beneficial for students who may lack regular access to live instruction, as the system acts as a surrogate teacher capable of guiding practice in a meaningful and pedagogically sound way.

Creativity, a cornerstone of musical expression, is also being supported through AI tools. Zhang and Wan (2021) explore AI-assisted composition platforms that help learners generate melodic phrases, explore harmonic progressions, and structure musical ideas into coherent pieces. These systems not only stimulate creative thinking but also reduce the intimidation factor often associated with composing, especially for beginners. They offer an encouraging environment in which students can experiment with musical ideas while receiving constructive guidance grounded in both theoretical and aesthetic principles.

Finally, Zhai and Xu (2022) highlight the promise of adaptive e-learning platforms that continuously adjust content difficulty, pacing, and feedback style based on learners' real-time interactions. These platforms leverage user data to optimize learning pathways, ensuring that each student receives instruction aligned with their current ability and progress. By integrating behavioral analytics and machine learning, these systems support a more nuanced and responsive form of instruction that evolves alongside the learner.

Taken together, these studies illustrate how AI technologies are not merely supplementary tools but are becoming central to a new paradigm of music education—one that values personalization, interactivity, and creative empowerment. By blending traditional pedagogical strategies with data-informed, algorithmically-driven support, AI-based systems offer the potential to expand access to high-quality instruction, enrich the learning experience, and ultimately democratize the study of music in ways previously unimaginable.

**Table 1. Functional Overview of AI Tools in Piano Education**

| AI Tool Category | Core Functionality | Example Source | Educational Benefit |
|---|---|---|---|
| Performance Feedback Systems | Analyzes pitch, rhythm, expression via deep learning | Bilgic (2021); Li (2022) | Precise, instant feedback for skill refinement |
| Accompaniment Generation | Creates real-time harmonized background music | Chen (2021) | Enhances fluency, supports ensemble training |
| Error Detection & Correction | Highlights mistakes and suggests improvements | Zhang (2021) | Reduces repetitive errors, boosts accuracy |
| Composition Assistants | AI helps students compose, explore creativity | Zhang & Wan (2021) | Encourages experimentation and originality |
| Adaptive Learning Platforms | Adjusts lesson materials based on user progress | Zhai & Xu (2022) | Personalizes learning path and pacing |

**B. Informatics Perspectives**

Behind the scenes, these AI systems are built on core informatics principles that shape both how they function and how effectively they can be used in educational settings. A key element is human-computer interaction (HCI). Many platforms are designed with intuitive interfaces, such as visual overlays and tactile controls, to make learning more engaging and to ensure students can access real-time feedback easily (Zhai & Xu, 2022). Another important component involves data analytics and visualization. As described by Li (2022), systems often track detailed performance metrics like accuracy, speed, and expressive variation, presenting them in dashboards that help students monitor their own progress and focus their practice. In addition, adaptive machine learning models play a crucial role. Bilgic (2021) shows how these systems adjust to a learner's input over time, offering customized feedback, progressively challenging tasks, and targeted learning resources. Together, these informatics features do more than enable technology—they support a flexible, learner-centered approach that aligns with the goals of effective music instruction.

**C. Educational Insights**

The reviewed literature points to several clear benefits that AI brings to piano education. One of the most frequently cited advantages is the ability to provide instant, precise feedback. This helps students correct mistakes in real time, shortening the learning cycle and reinforcing accuracy (Li, 2022; Bilgic, 2021). In addition, adaptive systems allow for customized learning paths, adjusting lesson difficulty and sequence based on a student's progress (Zhai & Xu, 2022). Many tools also incorporate interactive elements, such as gamified tasks or real-time accompaniment, which contribute to increased motivation and enjoyment in practice (Zhang & Wan, 2021). Beyond technical support, some platforms even encourage creative expression, enabling students to experiment with musical ideas and composition in ways that go beyond conventional drills.

At the same time, the studies highlight several limitations. While AI excels at technical evaluation, it still struggles to interpret subtle emotional nuances in performance (Li, 2022). There are also concerns about students becoming overly reliant on automated guidance. Zhang (2021) notes that this may hinder the development of independent musical judgment and self-reflection. Finally, as Chen (2021) argues, the role of the human teacher remains essential. Successful integration of AI requires thoughtful balancing, ensuring that technology enhances rather than replaces the personal and expressive dimensions of music learning.

**Table 2. Summary of Educational Pros and Cons of AI in Piano Instruction**

| Aspect | Advantages | Limitations |
|---|---|---|
| **Feedback** | Real-time, objective correction | Lacks nuance in expressiveness |
| **Personalization** | Tailored to pace and level | May reduce collaborative or peer learning |
| **Engagement** | Interactive, motivating formats | Risk of passive consumption |
| **Creativity Support** | Encourages exploration and composition | May limit originality if too template-based |
| **Teacher Role** | Supportive enhancement of instruction | Requires new digital pedagogy and critical oversight |

## 4. CONCLUSION AND RECOMMENDATIONS

This review suggests that Artificial Intelligence (AI) holds significant promise for reshaping how piano is taught and learned, particularly when its use is informed by sound pedagogical theories and thoughtful system design. As discussed in earlier sections, AI-driven tools have shown the ability to support students in various ways, from improving technical accuracy and offering real-time feedback to enabling personalized learning experiences and encouraging musical creativity (Li, 2022; Bilgic, 2021; Zhang & Wan, 2021). When carefully integrated, these technologies can complement traditional instruction and expand the possibilities for both learners and educators. These advancements not only improve the efficiency of music learning but also foster deeper engagement through interactive, responsive systems.

However, despite these technological gains, the irreplaceable role of human mentorship in music education remains a central concern. Artistic instruction involves subtle emotional and expressive elements that AI cannot yet accurately interpret (Zhai & Xu, 2022). Hence, AI should be viewed as a complementary tool, not a substitute, reinforcing the necessity of a hybrid learning model that integrates both machine-driven and teacher-led feedback mechanisms.

**Summary of Impact and Limitations**

The integration of Artificial Intelligence (AI) in piano education brings both impactful benefits and notable limitations. In terms of technical skills, AI provides real-time feedback and error correction, but it may overlook the expressive depth essential to musical performance. For pedagogical personalization, AI enables customized learning paths suited to individual students; however, this may come at the cost of reduced opportunities for collaborative learning. In creative exploration, generative tools can inspire composition and improvisation, yet they also risk promoting conformity to algorithmic patterns rather than originality. Regarding learning motivation, AI-driven gamification and interactive formats can increase student engagement, though they may weaken intrinsic motivation over time. In terms of

instructional efficiency, AI can automate repetitive drills, allowing students to practice more efficiently, but this can also lead to over-reliance on digital scaffolding. Finally, while AI supports the educator's role by amplifying teaching efforts, it demands a high level of digital fluency and may require teachers to rethink their pedagogical approaches. Overall, while AI enhances many aspects of piano learning, thoughtful integration is needed to balance its strengths with human-centered instruction.

**Table 3. Summary of Impact and Limitations**

| Contribution Area | AI Strengths | Limitations / Concerns |
|---|---|---|
| **Technical Skills** | Real-time feedback, error correction | May neglect expressive depth |
| **Pedagogical Personalization** | Customized learning paths | Potential reduction in collaborative learning |
| **Creative Exploration** | Generative composition tools | Risk of conformity to algorithmic norms |
| **Learning Motivation** | Gamification, interactive formats | May reduce intrinsic motivation |
| **Instructional Efficiency** | Automation of repetitive drills | Possible over-reliance on digital scaffolding |
| **Role of Educator** | Supports and amplifies teacher efforts | Requires digital fluency and pedagogical reorientation |


**Figure 1. AI's Position in a Balanced Music Education Ecosystem**

This figure illustrates how effective music instruction is situated between AI-driven support and educator-provided artistry, emphasizing a balanced, hybrid model.

**Future Research Directions**

Future studies should explore several key areas to enhance both the technical capabilities and pedagogical relevance of AI in piano education. One important direction is the development of emotionally intelligent AI systems. While current tools primarily target cognitive and mechanical aspects of learning, future models should incorporate affective computing to recognize and respond to emotional expression, tone, and interpretive nuance in students' performances (Li, 2022). Another crucial area is the integration of hybrid pedagogy models that combine AI-generated feedback with teacher input. Such models would offer flexibility for educators to override, adapt, or enrich automated suggestions, ensuring that human insight remains central to instruction (Zhang, 2021). In addition, there is a strong need for longitudinal research to examine the long-term impact of AI use in piano education. Most existing studies are limited to short-term observations, leaving questions about sustained

influence on student motivation, expressive development, and the retention and transfer of skills unanswered. Future research that addresses these dimensions will be essential for designing AI systems that truly support deep, meaningful, and enduring musical learning (Zhai & Xu, 2022).

**Proposed Framework for AI Integration**

This framework emphasizes interaction between AI modules and the human teacher, ensuring feedback is not only immediate but also pedagogically grounded and emotionally aware.

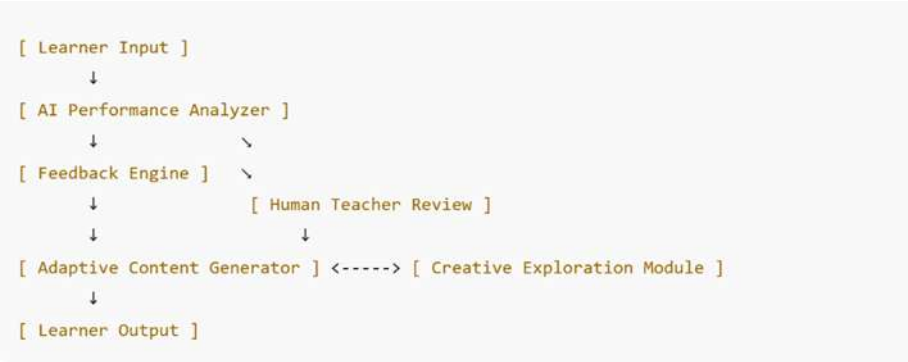


**Figure 2. Integrated Framework for AI in Piano Pedagogy**

**Collaboration Between Fields**

To ensure that the integration of AI into piano education is both effective and ethical, cross-disciplinary collaboration is essential. Music educators need to work closely with informatics specialists, AI developers, and education researchers to define the appropriate role of AI across various stages of learning. This collaboration should also focus on establishing clear ethical standards for data collection and the delivery of feedback, safeguarding student privacy and well-being. Additionally, the co-development of AI tools must prioritize musical sensitivity and maintain a learner-centred approach, ensuring that technology supports artistic expression rather than reducing it to mechanical precision.

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