IMPROVING TEACHER ABILITY IN DEVELOPING

ENGLISH MATERIAL THROUGH CURIPOD APPLICATION

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM

MALANG

2024

IMPROVING TEACHER ABILITY IN DEVELOPING ENGLISH

MATERIAL THROUGH CURIPOD APPLICATION

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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IMPROVING TEACHER ABILITY IN DEVELOPING ENGLISH
MATERIAL THROUGH CURIPOD APPLICATION

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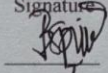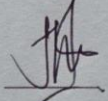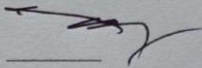
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THE OFFICIAL ADVISORS' NOTE

Page   : Nariza Titis Vio Masayu   Malang, January 23th, 2025

Appendix   : 3 Copies

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, technique, and after reading the students' thesis as follows:

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      Department   : English Education Department

      Thesis   : Improving Teacher Ability In Developing
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Therefore, we believe that the advisor has approved Nariza Titis Vio Masayu's thesis for further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

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DECLARATION OF AUTORSHIP

Bismillahirrahmanirrahim,

With this, I under the name

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Declare that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgment, the result of any other person

3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, December 9, 2024
The researcher,

Nariza titis vio masayu
NIM 200107110042

MOTTO

"The Strongest man you know is a first born DAUGHTER!"

DEDICATION

I dedicate this thesis specifically to my beloved family: my father, Suyono; my mother, Sri Wahyuni; my younger brother, Sandy Al-Fauzy; my big family; my friends; and anyone who has supported, prayed, and motivated me all this time. I also dedicate this thesis to Prof.Dr.Hj Like Raskova Octaberlina M.Ed as my thesis supervisor who always helps and provides helpful guidance and advice so that I can complete my thesis well today. Finally, I dedicate this thesis to my partner A, who patiently helped me work on this thesis from start to finish, always providing encouragement, prayers, support, and motivation.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Praise be to the presence of Allah SWT, who has given the researcher the guidance and ability to complete this final project entitled "Improving Teacher Ability In Developing English Material Through Curipod Application," and peace be upon the prophet Muhammad SAW, who has become a role model for his people to always be good and valuable for others.

The researcher would like to thank many parties as much as possible for completing this final project and assisting in the smooth running of this research. The researcher believes that without help and assistance, the researcher would not be able to complete this thesis alone. With humility and from the deepest little heart, the researcher would like to express gratitude to :

1. Allah SWT, Who has given researchers the strength and health to complete the final project in the form of this thesis research. Sholawat to the great Prophet Muhammad SAW, who has guided all Muslims to the sound and right path.

2. To my entire family: to my father, Suyono, my mother, Sri Wahyuni, my younger brother, Sandy Al Fauzy, and other families who always support and encourage me to complete my education at this University.

3. Prof. Dr. H. M. Zainnudin, MA asthe Rector of Maulana Malik Ibrahim Malang State Islamic University

always accompanies me wherever I process on this campus. Friends who I can't mention one by one. Friends who never stop providing support and encouragement to me from the beginning to the end of this struggle. May you be lightened in completing this final project, and may you find happiness in the next place after we part ways.

12. My partner A. Pradana, has done everything for me. Thank you for always supporting me and being there for my progress to grow.

The author admits that because of their inadequate expertise, this thesis is far from ideal as an average individual. As such, the author regrets any errors and inadequacies in this thesis and welcomes helpful critiques and recommendations from other parties. Ultimately, the writer believes everyone reading this thesis will find it useful.

Malang, January 23th, 2025
The Researcher

Nariza Titis Vio Masayu

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= ḥ	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	=â
Long Vocal (i)	=î
Long Vocal (u)	=û

C. Dipthong Vocal

أَو	= aw
أَي	= ay
أُو	=ŭ
إِي	= î

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ABSTRACT

Nariza Titis Vio Masayu. Improving Teacher Ability In Developing English Material Through Curipod Application. Tadris English, Faculty of Tarbiyah and Keguruan Sciences, Maulana Malik Ibrahim State Islamic University Malang. Supervisor Prof. Dr. Hj Like Raskova Oktaberlina, M.Ed

Keywords: Artificial intelligence, Curipod, Blended Learning

This research aims to discover the role of Curipod application in helping teachers create blended learning-based materials. Researcher took this title because they saw that this application has much potential to be explored and developed to support teachers in utilizing AI media in learning. The research used a descriptive qualitative method to analyze information and phenomena that occur in depth. The researcher used three resource persons, namely English teachers of grades 10, 11, and 12 at SMK Nasional.

Data was collected using observation, interviews, and documentation during the research. Observations were conducted in November with five meetings and continued with interviews with each teacher. The observations and interviews were analyzed to collect valid data and thoroughly understand the activities under study.

Based on the research results, six main points were found: the role of the Curipod application in helping teachers create materials, the differences felt by teachers before and after using Curipod, the challenges for teachers and students in using Curipod, devices and internet networks during learning with Curipod, a basic understanding of Curipod, and active and reflective teaching. Researcher concluded that Curipod proved to help teachers in developing English materials. Researcher have recommendations for future research on the many opportunities to develop and explore the Curipod application.

ملخص البحث

ناريزا تيتيسا تيتيس فيو ماسايو تحسين قدرة المعلم في تطوير اللغة الإنجليزية المواد من خلال تطبيق كوريبود. تادريس اللغة الإنجليزية، كلية التربية وعلوم الكيجوروان، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف الأستاذ الدكتور حاج مثل راسكوفا أوكتابيرلينا، ماجستير في التربية

في مساعدة المعلمين على إنشاء مواد قائمة على التعلم Curipod يهدف هذا البحث إلى اكتشاف دور تطبيق المدمج. واتخذ الباحثون هذا العنوان لأنهم رأوا أن هذا التطبيق لديه الكثير من الإمكانات التي يمكن استكشافها وتطويرها لدعم المعلمين في استخدام وسائط الذكاء الاصطناعي في التعلم. وقد استخدم البحث المنهج الوصفي الكيفي لتحليل المعلومات والظواهر التي تحدث بعمق. واستخدم الباحث ثلاثة أشخاص من ذوي الخبرة، وهم SMK Nasional. مدرسو اللغة الإنجليزية للصفوف العاشر والحادي عشر والثاني عشر في مدرسة

تم جمع البيانات باستخدام الملاحظة والمقابلات والتوثيق أثناء البحث. أُجريت الملاحظات في شهر نوفمبر في خمسة اجتماعات واستمرت المقابلات مع كل معلم. وقد تم تحليل الملاحظات والمقابلات لجمع بيانات صحيحة وفهم الأنشطة قيد الدراسة فهماً شاملاً.

وبناءً على نتائج البحث، تبين وجود 6 نقاط رئيسية: دور تطبيق كوريبود في مساعدة المعلمين في إنشاء المواد، والفروق التي شعر بها المعلمون قبل وبعد استخدام كوريبود، والتحديات التي تواجه المعلمين والطلاب في استخدام كوريبود، والأجهزة وشبكات الإنترنت أثناء التعلم باستخدام كوريبود، والفهم الأساسي لكوريبود والتدريس النشط والانعكاسي. لدى الباحثين توصيات للبحوث المستقبلية حول الفرص العديدة لتطوير واستكشاف تطبيق كوريبود.

ABSTRAK

Nariza Titis Vio Masayu. Meningkatan Kemampuan Guru Dalam Mengembangkan Materi Bahasa Inggris Melalui Aplikasi Curipod. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan,Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed

Kata kunci: Artificial intelligence, Curipod, Blended Learning

Penelitian ini bertujuan untuk mengetahui bagaimana peran aplikasi Curipod dalam membantu guru membuat materi berbasis blended learning. Peneliti mengambil judul ini karena melihat bahwa aplikasi ini memiliki banyak potensi untuk dieksplorasi dan dikembangkan untuk mendukung para pengajar dalam memanfaatkan media AI dalam pembelajaran. Penelitian dilakukan dengan menggunakan metode kualitatif deskriptif untuk menggali informasi dan fenomena yang terjadi secara mendalam. Peneliti menggunakan tiga narasumber, yaitu guru bahasa inggris kelas 10,11, dan 12 di SMK Nasional.

Selama penelitian data dikumpulan dengan cara observasi, wawancara dan dokumentasi. Observasi dilakukan dibulan November dengan lima kali pertemuan dan dilanjutkan dengan wawancara pada masing-masing guru. Hasil observasi dan wawancara dianalisis untuk mengumpulkan data yang valid dengan tujuan memperoleh pemahaman menyeluruh tentang kegiatan yang diteliti.

Berdasarkan hasil penelitian, ditemukan 6 poin utama yaitu peran aplikasi Curipod dalam membantu guru membuat materi, perbedaan yang dirasakan oleh guru sebelum dan sesudah menggunakan Curipod, tantangan bagi guru dan siswa dalam menggunakan Curipod, perangkat dan jaringan internet saat pembelajaran dengan Curipod, pemahaman dasar mengenai Curipod, dan pengajaran aktif dan reflektif. Peneliti memiliki rekomendasi untuk penelitian selanjutnya mengenai banyaknya kesempatan untuk mengembangkan dan mengeksplorasi aplikasi Curipod.

CHAPTER I

INTRODUCTION

The chapter focuses on explaining and introducing this research. It discusses the background of the study, research questions, objectives, significance, scope and limitations, and the definition of critical terms.

1.1 Background of the study

Technology, the digital era, and the millennial generation are closely related to the Industrial Revolution 4.0; this term is commonly used to describe the current situation. The Industrial Revolution 4.0 and increasingly 21st-century teaching have begun to introduce information service media into the world of Education, such as the Internet. Technology is only a tool to make teaching and learning more accessible. Because of developments in the millennial era, technology cannot replace the role of the teacher. Global demands require teachers to adapt to technological developments to improve the quality of Education, especially in the learning process (Budiman, 2017).

Technology-based educational concepts like online learning, AI, and other information technologies are becoming increasingly dominant. Teachers and students can access learning resources from various platforms and participate in extensive collaborative projects. Education in the digital era enhances 21st-century skills such as problem-solving, creativity, and critical thinking. Even though there are still challenges, such as accessibility and the digital divide, Education in the digital era can create a learning environment that is more inclusive, responsive, and relevant to meet the needs of the times. The goal of Education in this era is to prepare individuals to adapt to rapid and continuous

change, facilitate innovation, and create future leaders who can overcome complex global challenges (Hajri, 2023)

Education needs to shift from traditional to modern approaches by utilizing technology for a learning process tailored to each student to optimize their potential. This change plays a vital role in facing future global challenges in Education. This is in line with one of the verses in the Al-Quran :

كِتَٰبٌ أَنزَلْنَٰهُ إِلَيْكَ مُبَٰرَكٌ لِّيَدَّبَّرُوٓاْ ءَايَٰتِهِۦ وَلِيَتَذَكَّرَ أُوْلُواْ ٱلْأَلْبَٰبِ

Meaning: "This is a book that We have sent down to you full of blessings so that they will pay attention to its verses, and so those who have a mind can learn from it" (QS Shad: 29).

We can interpret this verse by positioning us as humans who are equipped with a rational mind. This mind is used to learn about things that happen in this world. Everything that happens in this world is full of wisdom behind it. Humans have the mind to take lessons from an event. This is also an application of the importance of obtaining Education to learn something useful for humans. So, from the explanation of this verse, it is significantly related to the topic discussed in this research. Studying the latest sciences (AI) makes us students and prospective teachers who must continue to upgrade ourselves so that one day we can be useful to the children of future nation leaders. Do not forget that seeking knowledge is highly recommended in the Al Quran.

Teachers in the digital era must be able to upgrade themselves, especially with the COVID-19 pandemic, which requires face-to-face teaching and learning activities to be stopped and replaced with online learning. In the end,

the teaching and learning process must involve technology. In online education, preparation involves strategies, media, techniques, and attention to specific situations. Therefore, educators must have a special understanding and strategies for teaching and learning activities (Paramartha, 2021).

Technology in the post-pandemic teaching and learning process has become inseparable between educators and students. Teachers must face rapid transformation and digitalization to the needs of the current and future digital era. This includes character development, reading and writing literacy, and digital literacy, considering that the current generation, known as Generation Z, has special needs and challenges (Sitompul, 2022). From this, it can be concluded that its implementation is more challenging than turning the palm of your hand. The large gap between educators and students influences the adaptation process.

Digital technology is developing rapidly and supports the online learning process carried out by teachers, but it still takes time to adapt. Several studies reveal that teacher competence in the fields of information, communication, and technology in Indonesia is not evenly distributed in all fields (Adisel&Prananosa, 2020). Then, there was a change in the learning process from online to blended learning (a combination of online and offline), making teachers more creative in making the material and learning process more interesting. The current gap is a shift in focus on the use of technology in the learning process, which is no longer teacher-centered (human-centered) but relies more on technology as the main focus of the learning process.

The latest trend currently being discussed in various fields, including Education, is the use of Artificial Intelligence (AI). "Artificial Intelligence (AI) is a system of software and possibly hardware designed by humans that has a complex purpose, acts in physical or digital dimensions by understanding its environment through data acquisition, interpreting data in a structured and unstructured way that is collected, processing information by consider the knowledge gained from the data and decide the best actions to take to achieve those goals. They can adjust their behavior by analyzing how the environment is affected by their previous actions. AI systems can use symbolic rules or learn numerical models" (HLEG, 2019)

AI is needed and is important in increasing engagement in the learning process. One of AI's main focuses is enhancing the ability to tailor learning experiences to each student's needs. In an era where learning challenges vary greatly, the use of AI becomes relevant as it can provide rapid responses to students' specific needs, facilitate the development of independent thinking skills, and explore the unique potential of each individual. Thus, using AI to enhance student independence is a technological innovation and an important strategy to prepare future generations for the dynamic changes and increasingly complex demands of society.

Technology updates in the learning process are expected to make teachers play an active role in teaching. With AI, teachers can adjust students' learning styles and focus more on honing students' abilities and interests, fostering teacher creativity and student independence in teaching and learning. In an era

where learning challenges vary widely, the use of AI becomes relevant because it can provide rapid responses to students' specific needs, facilitate the development of independent thinking skills, and explore the unique potential of each individual. Thus, using AI to increase student independence and teacher creativity is a technological innovation and an important strategy to prepare future generations to face dynamic changes and the demands of an increasingly complex society.

Understanding the use of AI and how to operate it provides challenges for teachers because there is still limited information regarding the use of the technology itself. Artificial intelligence requires a certain level of intelligence to adapt to new rules, solve problems, provide answers, plan tools, and implement them (Lukita, 2020)

Based on previous research entitled "Assistance in Creating Skill-based English Teaching Materials Using Technology" by Rina Listia (2021) explains how AI can help teachers improve their skills in creating materials. Previous research used many AIs such as Chat GPT, Quizziz, and Padlet, so in this study, the researcher focused on one AI, namely Curipod. Curipod is a digital slide and presentation tool that integrates polls, images, questions and answers, and more for assessment and classroom interaction.

Curipod is an AI-powered platform that suggests lessons, questions, and activities based on learning objectives and topics, making it faster for teachers to plan and create lessons. It offers a variety of generators and activities to choose from, the ability to customize lessons based on individual teaching

preferences, and the integration of social-emotional learning generators. Thousands of teachers and students worldwide use Curipod and are working to secure several international agreements.

Researcher said that teachers must continue to learn how technology develops because it can be utilized in education benefits for teachers or students. The researcher chose the Curipod application as a research tool because this application has much potential that can be utilized to help ease the work of teachers in making materials. Besides, the availability of various kinds of features and learning templates can hone teachers' creativity and create a more active and efficient learning atmosphere. Curipods can also contribute a lot to blended learning classes. The ease of accessing the app at different times and places greatly facilitates blended learning that combines technology and traditional methods.

1.2 Research Question

Based on the study background, the researcher identifies the problem on the following lists. The research issues have drawn the researcher attention.

1. What are the role of the Curipod application in helping teachers create material based on blended learning?

2. What are the student needs to the teacher ways in delivering materials using Curipod?

1.3 The Objective of the Study

The research question above is intended to be answered by the researcher. Therefore, after understanding the research question above, the purposes of this research are listed as follows:

1. To explain the role of curipod application for teachers in creating materials based on blended learning.

2. To explain the student needs to the teacher ways in delivering materials using Curipod.

1.4 Significance of the Study

The results of this research will provide the following benefits:

1. Student

   This research can motivate students to learn about the use of AI in the learning process, increase their insight to continue to follow developments in the world of technology, especially in Education, and make students more responsible for the future.

2. Teacher

   Making teachers someone who can continue to develop according to the times and technological advances requires them to be more creative and innovative and have broad insight with the use of AI, which can facilitate the role of teachers in creating more active classes by following the different characteristics of each student. Able to work together with other teachers to upgrade technological developments by sharing knowledge for sustainable learning designs.

3. Student College

   This research can help students majoring in Education be more creative in continuing to find the latest learning media, which must be utilized as best as possible in teaching and learning. This research is a reference material for using AI in the current era.

4. Maulana Malik Ibrahim State Islamic University Malang

   This research can add documents as references for students and lecturers to use and apply in the campus environment, especially in technology and education.

5. Future Researchers.

   The research will increasingly open the door for future researchers to perfect and expand research related to AI, which will continue to develop and become perfect. This can provide information about using more sophisticated and innovative learning media.

1.5 Scope and Limitation of the Study

In research, it is essential to limit the scope of analysis to obtain relevant data and to have a distinct focus. Based on the research problems above, the researcher focused on one AI used during the research process, not intending to report all AI capabilities in English language learning. This study relies on research results from data collected through interviews and observations. The results are expected to increase the potential benefits of AI for students in the English education department and teachers in Indonesia.

1.6 Definition of the Key Terms

In this study, the researcher has several keys to define. They are:

1. Digital

   Hardware and software manage everything related to technology and data. Digital includes using electronic devices, data processing, digital communications, and integrating technology in daily life.

2. Education technology

The technology is used to support and enhance teaching and learning.

3. Artificial Intelligent (AI)

It is defined as a branch of computer science that provides systems and algorithms capable of performing tasks that usually require human intervention. In the context of this research, these are the system tools and algorithms teachers use, thereby impacting their pedagogical performance.

4. Curipod

AI helps teachers create presentations that students can access within a certain period.

5. Blended Learning

Learning that uses two working mechanisms, namely offline / face-to-face and online / using technology such as ZOOM, Google Meet, etc

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature aims to provide four brief discussions regarding what is related to the focus of this research. In this chapter, the researcher tries to give a clear explanation of the theoretical framework it covers, such as (a) Artificial Intelligence, (b) Blended Learning, (c) Curipod, and (d) Previous Research Review.

2.1 Artificial Intelligence

In this section, the author will explain (a) the definition of artificial intelligence, (b) artificial intelligence for education, and (c) the challenges of artificial intelligence in education.

2.1.1 Definition of Artificial Intelligence

Artificial Intelligence is the study of computational models that simulate human cognitive processes, such as perception, learning, reasoning, and problem-solving. This intelligence seeks to understand and replicate the mechanisms underlying intelligent human behavior. In 1956, John McCarthy created "Artificial Intelligence", the science and engineering of creating intelligent machines, specifically intelligent computer programs. In 1959, Arthur Samuel coined machine learning just a few years after the birth of AI and defined the concept as "the ability to learn without being explicitly programmed." Artificial intelligence (AI) is the ability of a system to interpret external data correctly, learn from that data, and use that learning to achieve specific goals and tasks through flexible adaptation (Kaplan & Haenlein, 2018).

According to Dedi N. & Sri W. (2014), artificial intelligence is a branch of science that uses machines to solve complex problems more humanely. AI is usually done by following human intelligence's characteristics and analogous thinking and then applying them as algorithms known to computers. With a more flexible and efficient approach depending on the needs that influence how artificial intelligence behaves. The ability to combine knowledge from all fields will ultimately benefit progress in efforts to create artificial intelligence.

From year to year, developments in the use of AI have begun to enter the world of education. As a teacher, artificial intelligence refers to integrating technology and educational practices to enhance the teaching and learning experience. This intelligence involves using AI-powered tools and platforms to personalize instruction, provide feedback, and support students' individual learning needs. During its revolution, AI in education has evolved from basic computer-assisted teaching to sophisticated systems that provide personalized learning experiences to support students and teachers in various aspects of teaching and learning. It is important to remember that AI education is not just about learning the basics of AI science and technology but also about critical knowledge about how good AI should be developed and the negative impacts of not developing it. Therefore, it is important to incorporate AI teaching from the early stages of Education (Heintz, 2021)

Artificial intelligence has been recognized throughout the world, especially in the field of education. AI can personalize teaching, improve learning outcomes, and make education more accessible, inclusive, and engaging for students of all ages and abilities. As a tool that contributes to advancing several processes and approaches, AI can address several educational challenges, innovate teaching and learning practices, and accelerate progress toward SDG 4. However, it is important to address ethical and privacy concerns regarding the use of AI in education and ensure that this technology benefits all students (UNESCO, 2019)

2.1.2 Artificial Intelligence for Education

The application of artificial intelligence (AI) in education is on the rise and has received much attention in recent years. Although AI has enormous opportunities to support teaching and learning, new ethical implications and risks emerge as AI applications in higher education develop. An effort will be made to find ways to make machines use language, form abstractions and concepts, solve problems that only humans can now do, and improve themselves. Baker and Smith (2019) broadly define AI: "Computers that perform cognitive tasks, typically associated with the human mind, especially learning and problem-solving". AI and machine learning are often mentioned together. Machine learning is an AI method for supervised and unsupervised classification and profiling, for example, to predict a student's likelihood of dropping out of a course, being accepted into a program, or identifying topics in written assignments. Popenici and Kerr (2017) define machine

learning "as a subfield of artificial intelligence that includes software capable of recognizing patterns, making predictions, and applying newly discovered patterns to situations that were not included or covered by their original design." Artificial intelligence can be applied from primary education to higher education.

Artificial intelligence in elementary education focuses more on basic concepts and simple activities such as drawing or coloring. Elementary and preschool students need to learn AI because there are many benefits for them to learn technology when exposed to this learning tool; for example, children improve computational thinking skills and problem-solving skills through AI activities (Su & Yang, 2022) and increase AI knowledge (Williams, 2019). Additionally, young children who played with AI robots improved several inquiry literacy skills (creative, emotional, and collaborative inquiry skills) (Kewalramani, 2021).

The curriculum, called "AI for Kids," was designed by the author's research team in Hong Kong. This curriculum aims to highlight the role of AI-powered technology in people's daily lives and allows children to learn about AI using a project-based approach. Ultimately, implementing AI education will help equip children with AI literacy from an early age. This knowledge will prepare them to face the challenges of the digital future and promote sustainable development, social justice, and human society.

Artificial intelligence in the higher education classroom has evolved learning, raising the focus from memorization to deeper understanding. By adapting to individuals' varying needs and learning styles, AI can personalize the learning experience, offering tailored resources and feedback and fostering critical thinking and problem-solving skills.

The potential for using AI is enormous and transformative. The AI system recognizes learning styles and creates individualized learning paths with interactive stimulation; virtual worlds that bring AI concepts to life can guide students in making informed choices about study programs, degrees, and careers. In addition to its immediate benefits, AI equips students with skills and understanding of technology relevant to future careers. Moreover, AI insights into student learning patterns provide invaluable input for teachers to improve their teaching methods continuously.

2.1.3 Challenges of Artificial Intelligence in Education

Artificial Intelligence is a critical skill for the next generation. To continue improving it, the first thing that must be done is to empower teachers by providing AI literacy training. Equipping teachers with knowledge about the strengths and limitations of AI can increase their confidence and guide students in utilizing AI. While AI raises several privacy and security issues, teachers must be alert in implementing solid policies to safeguard sensitive information. Routinely checking existing class tools by the technology team can prevent surprises from new AI features. There has not been extensive research on the role of AI in

helping teachers create materials quickly. AI skills are essential for success in the 21st century, but unequal access can exacerbate the digital divide. When introducing AI resources, ensure they are implemented relatively so all students benefit. Remember, every student deserves the opportunity to thrive in a future powered by AI.

Besides the many benefits that can be derived from using AI in the classroom, there are also some challenges that teachers must overcome. One of the biggest challenges is the need for technical expertise. Teachers unfamiliar with AI may find integrating this technology into their teaching practices complex and need support and training. Another challenge is the cost of AI tools and applications. Many schools and universities do not have the resources to purchase and maintain the technology they need to incorporate AI into the classroom, and they may need to seek external funding or partnerships to support their efforts. Lastly, ethical concerns are associated with implementing AI into the classroom. As AI becomes more sophisticated, concerns about its impact on privacy, security, and the job market exist. Teachers should be aware of these concerns and work to ensure that their students are protected as they explore this exciting and rapidly developing technology.

2.2 Blended Learning

Blended learning in AI-based learning is very interesting to discuss with teachers worldwide. Blended learning consists of two words, namely blended and learning. Blend means a combination of two approaches (face-to-face and computer) used in learning and can improve the quality of learning. Learning

is an activity of gaining knowledge, so blended learning combines face-to-face and technology in the teaching and learning process. The blended strategy uses traditional (face-to-face) and technology-based learning. According to Garrison & Vaughan (2008), "Blended learning combines face-to-face and online learning into one mutually supportive learning approach. The goal is to combine the strengths of both approaches to increase learning effectiveness."

According to one figure in the theory of disruptive innovation, Clayton Christensen, blended learning has great potential to change the educational paradigm by providing more affordable learning experiences that are individually accessible and more effective in achieving learning goals. In their book "Blended: Using Disruptive Innovation to Improve Schools," Michael Horn and Heather Staker say that blended learning allows for greater personalization of learning by leveraging technology to provide content tailored to individual needs while maintaining social interaction and support from the instructor.

The blended learning model is a learning model that is carried out by combining conventional learning systems with digital-based learning systems, as explained by Rohendi (2019). Blended learning is a learning model that integrates face-to-face learning with virtual e-learning, where students can access the internet and interact with teachers via online media, which can be accessed at any time. Another opinion Nande (2021) expressed is that the blended learning model combines conventional or face-to-face learning elements with online learning. Meanwhile, according to Maskar (2020), the blended learning model is skill-controlled learning, meaning that the learning

process is carried out independently with the help of the teacher as a facilitator to build students' knowledge and skills. Meanwhile, according to Alam (2020), the blended learning model is learning controlled by behavior, meaning that the learning process that elaborates learning media with student behavior aims to foster positive student behavior.

Based on the theory from several journals above, the blended learning model is collaborative learning that combines conventional face-to-face learning activities (synchronous), digital-based online learning (asynchronous), distributed learning, and various media and technology. Internet-based devices such as laptops, computers, e-mail, Google Classroom, Zoom, and Google Meet are learning supports for interacting and exchanging information between students and teachers, which anyone can access anywhere and anytime. This learning model allows students to learn through content, instructions, and modules provided and delivered online by the teacher. Utilizing various types of media and technology can support students in learning independently and exploring various learning resources. The blended learning model is also driven by skills and attitudes that combine independent learning with various learning media, prioritizing student interaction with other students.

Blended learning, characterized by combining traditional classroom instruction and online learning activities, has increasingly integrated artificial intelligence (AI) to enhance educational outcomes. AI in blended learning environments offers personalized learning experiences by analyzing student data to tailor content and pacing to individual needs (González et al., 2020).

This adaptive approach helps optimize learning efficiency and student engagement, as AI algorithms can identify areas where learners struggle and provide targeted support in real time (Hew & Cheung, 2020).

Moreover, AI facilitates the automation of administrative tasks in blended learning, such as grading and feedback provision, allowing educators to focus more on instructional strategies and student interactions (Ahmad et al., 2021). This shift enables a more efficient use of teaching resources and promotes a student-centered approach that fosters autonomy and critical thinking skills (Siemens & Long, 2020).

Additionally, AI-powered analytics in blended learning environments enable educators to gain insights into learning patterns and preferences, facilitating data-driven decision-making to improve teaching practices continuously (Rodríguez-Triana et al., 2021). By harnessing AI capabilities, blended learning not only enhances educational accessibility but also promotes a more inclusive and adaptable learning environment that meets the diverse needs of modern learners (Graham, 2020).

In conclusion, integrating AI into blended learning represents a transformative approach that leverages technology to personalize education, streamline administrative tasks, and optimize learning outcomes through data-driven insights and adaptive learning strategies (Papamitsiou & Economides, 2019).

2.2.1 Characteristics of Blended Learning

Based on Huang, Zhou, and Wang (2006), it is explained that blended learning combines elements of online learning with face-to-face learning in one learning approach. According to Hrastinski (2019), the characteristics of blended learning are online learning and personalized learning. Online learning is carried out by providing structured instructions through online media for students. In contrast, the personalized learning design requires students to match their learning preferences so that students can learn independently. Another opinion expressed by Radjah (2020) stated that the characteristics of blended learning are learning that is carried out to determine the development of knowledge, abilities, and learning objectives from the learning experience. Meanwhile, Maudiarti (2019) stated that the characteristic of blended learning is learning that leads to group learning, even though it is not mandatory. Based on studies from several journals above, researchers compared the similarities in the characteristics of the blended learning model, namely learning that combines various delivery techniques, learning styles, independent learning, and various internet technology-based media. This statement is reinforced by the opinion of Nugroho (2020) who states that the characteristics of blended learning are learning that combines direct and online methods of delivering material with the help of various internet-based technologies.

Based on theory from several journals, it can be concluded that the first characteristic of blended learning is flexibility in providing learning

resources. Blended learning allows students to learn flexibly, both online and offline. They can access learning materials anytime and anywhere, according to their schedule. Second, Customize or support differentiated learning. The blended learning approach allows teachers to adapt learning to students' needs. They can provide additional material, assignments, or support that suits each student's understanding and learning style because students have different learning styles, skills, and abilities. Blended learning can help students with individualistic learning styles. Next, Use of Technology. Blended learning relies on technology to provide online learning content and facilitate interaction between teachers and students. The use of various online tools and platforms is critical to this approach. Implementing blended learning can also improve students' experience using technology. The last is to increase Student Engagement. By mixing online and face-to-face learning, students have more opportunities to engage in learning. Blended learning makes teacher-centered learning become student-centered learning. They can learn independently through online materials and participate in active discussions in face-to-face sessions.

2.2.2 Theory of Creating Material In Blended Learning

The creation of materials in blended learning is based on various learning theories and instructional design criteria that combine the advantages of online and face-to-face learning. One of the main theories is the Community of Inquiry (CoI) developed by Garrison, Anderson, and Archer (2000), which emphasizes the importance of three elements:

cognitive, social, and instructional presence in a blended learning environment. Cognitive presence ensures that participants are actively involved in understanding the material, while social presence encourages collaboration and discussion, both through online forums and face-to-face activities. In addition, the Blended Learning Models theory by Horn and Staker (2012) highlights the need for flexibility in integrating independent online activities with offline learning that supports direct interaction.

The main criteria in creating blended learning materials include relevance, interactivity, accessibility, and technology integration. The material must be relevant to the needs of the audience, such as providing videos explaining the theory that can be accessed online and followed by in-depth discussions during face-to-face meetings. Interactivity is an important element, such as including online quizzes, simulations, or practical exercises that allow participants to practice concepts before discussing them directly in class. The material should also be easily accessible through a platform that supports various devices, such as a Learning Management System (LMS) that allows participants to study according to their schedule. In addition, a modular structure and clarity of presentation must be considered, so that participants can learn the content gradually, for example by dividing topics into online modules equipped with supporting materials such as videos, readings, or interactive exercises.

The integration of technology in blended learning must also be designed strategically to maximize the learning experience. The use of tools such as video conferencing, online discussion forums, and collaboration applications (such as Padlet or Miro) can enrich the learning experience. By combining theories such as CoI and Blended Learning Models, and meeting relevant design criteria, blended learning materials can provide a flexible, engaging, and effective experience for participants.

2.2.3 Advantages of Blended Learning

The point of view of each individual or group can determine the benefits of the blended learning approach. According to Al Fiky (2011), the benefits of blended learning can improve results, including retention rates and high academic achievement, by combining courage and face-to-face. According to Rahmi (2020), the advantage of the blended learning model is that blended learning makes learning activities more varied. Students can use online media to obtain material sources, not only through teachers and reading books at school. Another opinion expressed by Panambaian (2020) is that the advantage of the blended learning model is that it provides the opportunity to learn from traditional learning methods and switch to e-learning, making learning time more efficient.

Ansori (2018) stated that the blended learning model could stimulate the creation of active, student-centred learning activities and good interaction in the learning process. Apart from that, according to Nugraheny (2019), blended learning can anticipate the problem of

boredom in students' classroom learning and limitations on available learning resources. Implementing the appropriate blended learning model is hoped to enable students to achieve the desired learning outcomes. According to Sutadji (2018), students can have discussions with teachers and other students that cannot be done in class (face to face).

Another opinion expressed by Hrastinski (2019) is that blended learning can facilitate teachers and students always to be connected anytime and anywhere. Meanwhile, Maudiarti (2019) stated that blended learning can help students improve interaction, communication skills, self-confidence, and self-awareness and encourage discussion and collaboration with teachers and friends. In addition, Radjah (2020) stated that in blended learning, the time students spend on learning will be longer, so students will be better prepared to meet the standards. From several perspectives, the advantages of blended learning for students include flexibility. Students can access learning materials and resources at their own pace and convenience, allowing for better time management across various learning styles. Furthermore, Engagement: Blended learning often combines interactive multimedia elements and collaborative activities, which can increase student motivation. Personalized learning: Students can tailor their learning experiences to individual needs and preferences using the resources available to each student.

Apart from students, the advantages of blended learning, according to teachers, (a) include differentiated teaching, which provides additional support or styles as needed, allowing teachers to differentiate teaching to meet students' varying learning styles; (b)data-based decision-making; Digital tools used in blended learning can improve student progress and performance so that teachers can make the right decisions regarding learning strategies and interventions (c)released Efficiency; Teachers can optimize class time for interactive activities, discussions, and learning experiences using online resources to deliver material and assessments.

2.2.4 Disadvantages of Blended Learning

Blending traditional and digital educational strategies while offering numerous benefits, Hofmann (2011) describes that the difficulties faced in applying blended learning are Access and Equity; not all students have the same access to digital resources or technology, resulting in gaps in learning opportunities. Students from low-income families or underserved communities may be disadvantaged if digital components are critical to learning. According to Hrastinski (2019), the disadvantage of the blended learning model is that many computer structures cannot use the blended learning system. Another opinion Ansori (2018) expressed is that the media used in the blended learning model is very diverse, so it is easier to implement if the learning facilities support it. In line with Rahmi (2020), blended learning always requires an internet

network to access online devices, while it is difficult for some students to get an internet network to access devices.

Meanwhile, Alam (2020) stated that many students could not follow the blended learning learning plan due to limited electronic resources, so many missed lessons. Likewise, Nugraheny (2019) stated that the weakness of blended learning is that the lesson schedule is not structured, so students hoard lesson materials and videos. Apart from the statement above, blended learning has several disadvantages: (a)Technical Issues: Integrating digital tools and platforms may cause technical issues such as connectivity issues, software glitches, or device compatibility issues. These problems can disrupt the learning process and frustrate students and educators. (b)Distractions: The digital components of a blended learning environment can sometimes cause distractions, such as social media, games, or unrelated internet browsing. Students may need proper monitoring and guidance to focus on educational tasks. (c)Isolation and Lack of Social Interaction: Digital learning can sometimes feel isolating, especially if students interact more with screens than peers and educators. This lack of social interaction can impact students' social and emotional development and lead to feelings of loneliness or detachment. (d)Assessment Challenges: Assessing student progress and learning outcomes in a blended learning environment may be more complex than traditional methods. Educators may need to adapt assessment strategies for digital and non-digital learning experiences. (e)Privacy and Security Issues: Digital learning platforms may collect and store sensitive student

data, raising privacy and security concerns. Educators and institutions must prioritize data protection and ensure compliance with relevant regulations to safeguard student privacy. (f)Cost Considerations: While digital tools and online resources can enhance the learning experience, they also incur costs related to software licensing, hardware infrastructure, and ongoing maintenance. Budget constraints may limit the scalability and sustainability of blended learning initiatives in some educational settings.

2.3 CURIPOD

In this section, the author will explain (a) the definition of Curipod, (b) How to use Curipod, (c) the Features of Curipod (d) the Benefits of Curipod, and (e) the Lack of Curipod

2.3.1 Definition of Curipod

In today's era, we are all under pressure to implement new technology in the classroom, whether online or offline. However, the use of technology also has a series of challenges, including ensuring that this technology is used safely and responsibly. In the past, education only focused on remembering, recalling memories recorded in the brain, and memorizing. With this statement, Curipod aims to help teachers arouse their students' curiosity by enabling them to quickly create lessons on any topic using AI (Eirik Hernes, 2024). Curipod is an AI-powered Education platform that combines Kahoot and Canva. Curipod is a web-based platform for creating online presentations using AI (Artificial Intelligence). The AI tools on Curipod are designed specifically for

teachers. With the rapid development of AI, it may be difficult for teachers to know how to use and integrate this technology into their classrooms. Curipod is designed to reduce teacher burnout globally and make learning fun, interactive, and engaging. Using AI, we help teachers create interesting learning; Curipod helps teachers strengthen their abilities and support their learning activities, not replace the teacher's role.

Curipod is a new company based at StartupLab in downtown Oslo, Norway. Curipod was founded in the summer of 2021 and has since reached over 100 thousand teachers and 1 million students in more than 125 countries. The work culture in their company is collaborative, and everyone is encouraged with various ideas, input, and solutions. All communication is in English, and tasks are completed in weekly sprints, allowing for work efficiency through a single-thread focus. Curipod is an interactive presentation tool for creating lessons. One can create lessons or use AI generators to create engaging and interactive lessons and activities (e.g., polls, word clouds, and images).

2.1 Logo of Curipod

To use Curipod, the teacher enters the topic and learning objectives, and the AI will generate a complete lesson outline, activity suggestions, and discussion statements.

2.3.2 Curipod in blended learning

Curipod is a technology-based application designed to support teachers in designing interactive, engaging, and relevant learning, especially in blended learning. Blended learning, which combines face-to-face and online learning, requires flexible yet effective materials to meet the needs of students in various situations. In this case, Curipod comes with various excellent features, such as tools for creating interactive presentations, live poll-based quizzes, visual brainstorming, and educational games. These features make it easier for teachers to create dynamic learning experiences, encourage active student participation, and strengthen understanding of the material.

One of Curipod's advantages is its ability to support personalized learning. Teachers can customize materials based on students' needs in the physical classroom and during online learning. Curipod also allows integration with other platforms, such as Google Classroom, so teachers can easily share materials and track student progress. In addition, the app has an intuitive interface, making it easier for teachers, even those less familiar with technology, to use it effectively.

In blended learning, Curipod can be used to enhance interaction and collaboration between students. Through features such as real-time

brainstorming, students can share ideas, collaborate on problem-solving, and learn actively. This helps to overcome the main challenge in online learning, which is low student engagement. Not only that, Curipod also supports data-driven learning, where teachers can analyze student responses through app-generated reports to evaluate learning effectiveness and adjust teaching strategies.

With its flexible capabilities, Curipod is suitable for use at various levels of education and fields of study. The app also helps teachers save time in planning and delivering materials to focus more on pedagogical aspects and student development. In the context of modern education, which is increasingly connected with technology, Curipod is an important tool to support the transition towards inclusive and effective technology-based learning.

2.3.3 How to Use Curipod

Curipod can be accessed via a browser (Google, Chrome) by typing Curipod.com. Then click sign up to create an account on Curipod. To speed up account creation, we can use a Gmail account. After completing the account creation process, we will be directed to the first screen (Home).
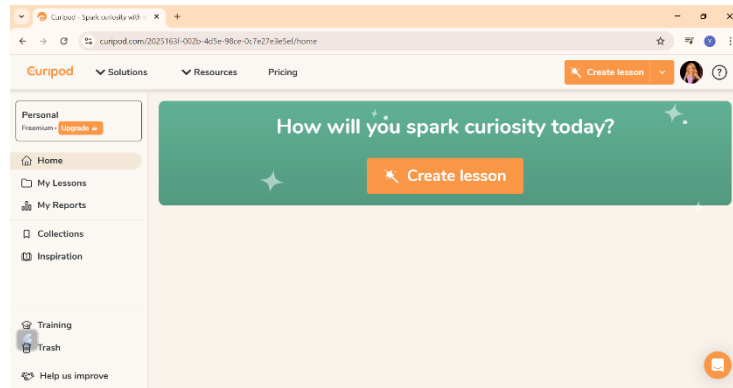
2.2 Home View

After that, there will be five features that we can use to create learning

materials. The five features are Build Literacy Skills, Curify my slides,

Generate a Lesson, Prepare for testing, and Establish Daily Routines.

Choose one of the features that will be used to help today's learning.
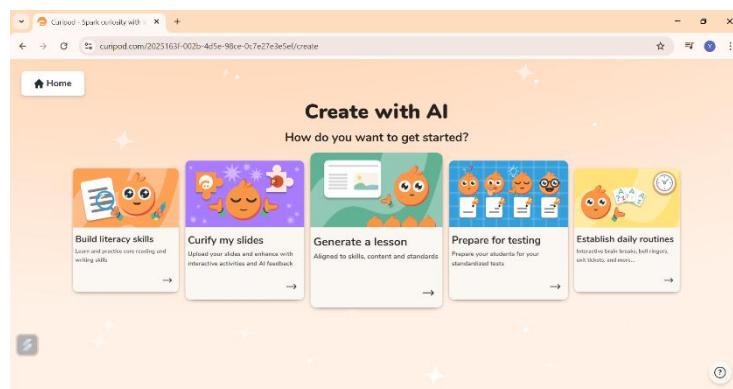
2.3 Features of Curipod

Curipod offers several features that can be adapted to the material and

student conditions. The first is Build Literacy Skills, a feature that can be

used to learn and practice core reading and writing skills. In this menu,

we can use themes such as topic sentences or narrative writing to practice
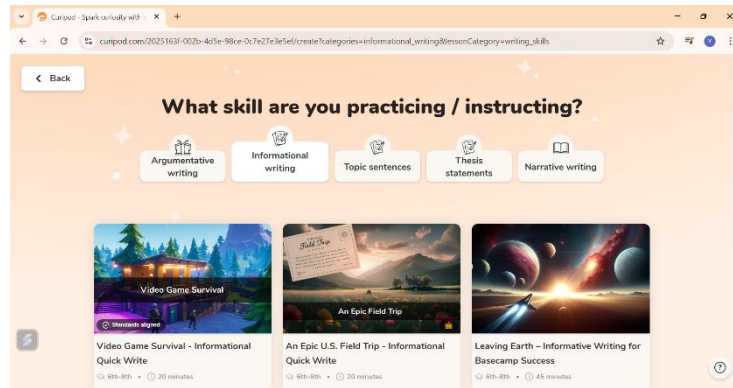
2.4 Build Literacy Skills

The second feature, Curify My Slides, is a menu that can be used to make slides more interesting to present. Teachers can upload material with slides, and Curipod will automatically create questions or other interactions. This feature is very useful for teachers because it can speed up the creation of materials.
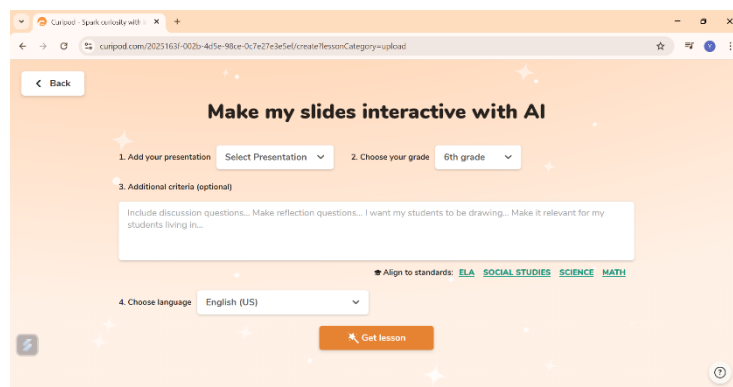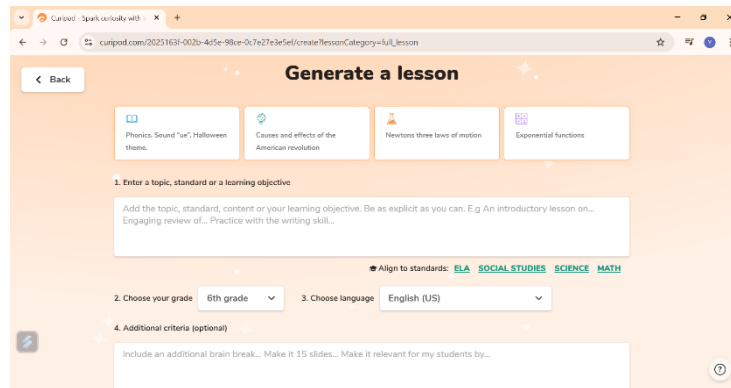
2.5 Curify my Slides

How to use Curipod is very easy. We only need to upload Slides that we have prepared beforehand, fill in grade levels and languages, and then fill in additional criteria such as questions, images, or opinions.

In addition to making the presentation of material easier or more fun, the next feature is to create presentations when the teacher has not created the material beforehand. Generate a Lesson works by simply entering the

topic to be presented with the help of AI, including ice breakers, tests, and materials.

2.6 Generate a Lesson

Teachers only need to wait for Curipod to work for about 1 minute. After the results come out, the teacher can still add or adjust the presentation slides.
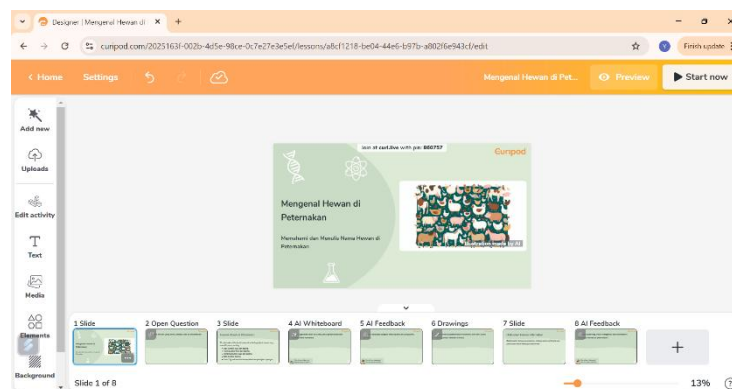
2.7 The result of Generate a Lesson

Preparing for testing is a feature for conducting assessments with curriculum standards in AI Curipod's founding countries and beyond. This feature could be used as a reference for making English tests with an international curriculum.
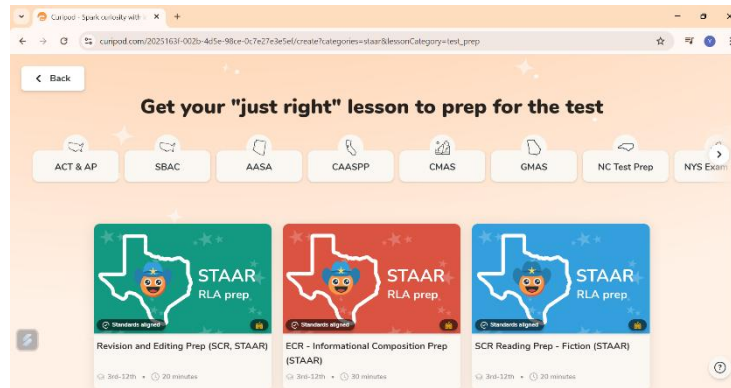
2.8 Prepare For Testing

Establish daily routines is the last feature that is very useful as additional learning material. This feature consists of a fun quiz that can be used as a brain break or ice breaker before starting learning.
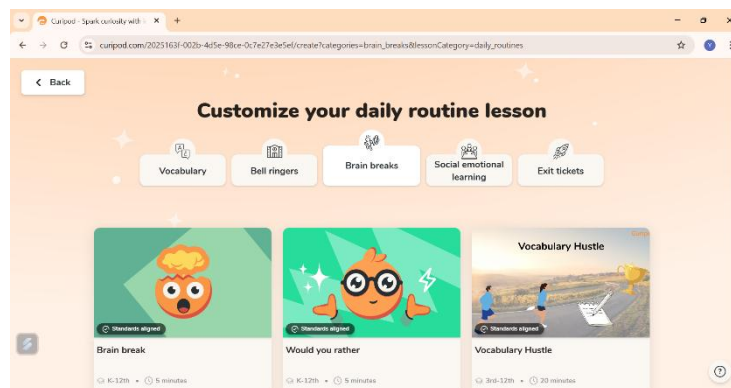
2.9 Establish daily routines

2.3.4 Benefits of Curipod

Several benefits that can be seen when using Curipod:

Teachers can save time on lesson planning. Curipod is an AI specifically designed to help teachers solve problems during learning, especially when creating materials. Curipod helps teachers create material presentations in just 5-10 minutes. The teacher can quickly adjust the presentation's results according to needs, reducing the time and energy spent creating material. Second, Curipod provides various interactive features that can be accessed according to grade level.

Starting with warming up, daily questions, weekly questions, and complete lessons prevent students from getting bored because learning is varied and fun. Teachers can also do the material at home or anywhere (blended learning) so that students' abilities can continue to be monitored. The last is analytics to see student engagement. The learning model using a Curipod provides two-way access between the teacher and students; in this case, the teacher can monitor each student's development and learning level. You can see the enthusiasm and feedback given by students during the process of using Curipod.

For Students, More engaging, interactive lessons. Curipod is an AI suitable for fun learning. Students can learn while playing, making the class atmosphere more exciting and preventing them from quickly getting bored. Apart from Curipod classes, Curipod can be accessed anywhere and is not tied to place and time, making blended learning something that can be relied on. Multimedia content for all learning styles is different. Curipod provides more than 20 features that can be tailored to their personal needs, so teachers do not need to worry about constantly adapting to each student's learning style. Support students' curiosity and enthusiasm for learning. Besides keeping up with technological developments, AI was created to generate curiosity and enthusiasm for learning so that students develop more and do not get bored quickly. They are not fixated on teacher-centered classroom learning but can access it anywhere according to each student's learning style.

2.3.5 Lack of Curipod

Curipod has several disadvantages in its use, including:

Teachers, especially in Indonesia, do not widely know Curipod. This has resulted in a need for more information regarding how to use it to help teachers teach in class. The materials used in Curipod are sometimes inappropriate due to the use of different curricula. Using Curipod makes teachers more creative and equalizes the material presented in class.

Using Curipod for blended learning is not recommended for students because they will experience difficulties accessing the application without instructions from the teacher. Teachers and students must have electronic devices to connect. In addition, when using Curipod, you must be connected to the internet. So, AI can only be used by schools that support digital devices.

2.3.6 Curipod For Teacher creating material quickly

Curipod is a digital tool designed to help teachers create learning materials quickly and efficiently without compromising quality or creativity. With a simple and intuitive interface, Curipod provides a variety of interactive templates that can be used immediately, such as quizzes, visual presentations, and poll-based activities. Teachers only need to input the core content, while Curipod automatically composes engaging layouts and visual elements. These features speed up the material creation process and ensure that the result remains professional and relevant to students' needs. In addition, Curipod can adapt materials to various learning models, both face-to-face and online, making it easier

for teachers to manage their time to focus on other aspects of teaching. With this support, Curipod is a practical solution for teachers to meet the challenges of material creation in the modern education era.

2.4 Previous Study

The previous studies that used by the researcher are:

The first research study, by Dewi Dewantara (2019), was entitled "Blended Learning to Improve Learning Outcomes in Digital Electronic Courses." This research describes the effectiveness of blended learning in digital electronics courses. This research collected results from 48 physics education students at Lambung Mangkurat University who used descriptive analysis research and concluded that applying blended learning in digital electronics courses effectively improved student learning outcomes.

The research entitled "Assistance in Creating Skill-based English Teaching Materials Using Technology" by Rina Listia (2021) explains that English teachers at Banjarbaru Vocational School still lack information regarding preparing skills-based English teaching materials. (skill-based) that uses technology. The method used in this activity is the delivery of teaching materials, then practice making teaching materials and evaluating the teaching materials produced by the participants during the training by resource persons. The target of this activity is English teachers who teach at vocational schools throughout Banjarbaru, totaling 35 participants. The results of this service activity are English language teaching materials that integrate technology created by the participants.

Furthermore, a study by Zhenlyn Castillo (2024) with the title "AI-Powered Educational Tools and Pedagogical Performance of Teachers in Selected Secondary Schools: Basis in Crafting AI-based Pedagogical Innovation" aims to measure the current status of educators' knowledge regarding the use of AI systems best known to determine their readiness to use technology. These findings include a survey questionnaire aimed at identifying the most commonly used AI tools and finding out the experiences of various educators who have used these systems. Based on the study results, the AI most frequently used by respondents is Grammarly, Canva, Google Bard, and Pictory, while those not used are Curipod, Eduaide, and majicschool.ai.

The fourth research that is by this research is research entitled "The Use of Artificial Intelligence Technology in Enhancing Student Participation in Classroom Activities at the English Subject Teacher's Association," to provide insight to secondary school teachers in South Kalimantan, especially in Banjar Regency, about how AI has a comprehensive role, as well as training on how to integrate various AI technologies to support the teaching and learning process. The methods used in this activity include lectures, discussions, and collaborative learning. The conclusion from this community service is that the service can help teachers utilize technology, especially AI, to increase student participation in class.

The latest research used as a reference source is entitled "Large Language Models for Education: A Survey and Outlook" by Shen Wang

(2024). This survey paper summarizes various LLM technologies in educational settings from a multifaceted perspective, covering student and teacher assistance, adaptive learning, and commercial tools. We systematically review technological advances in each perspective, organize related data sets and benchmarks, and identify risks and challenges associated with the application of LLM in the field of education. This survey aims to provide a comprehensive technological overview for educators, researchers, and policymakers to harness the power of the LLM to revolutionize educational practices and foster more effective personalized learning environments.

From the five studies above, it can be concluded that no research uses Curipod as a tool to assist teachers in creating materials. Curipod is still an AI that is not widely known and is not used in Indonesia's education world. This is why researchers took the topic of Curipod to help teachers utilize AI in the classroom and expand their knowledge of technology and its use in education. In addition, Curipod can help teachers to increase their creativity and time effectiveness while working.

CHAPTER III

RESEARCH METHODOLOGY

Syamsuddin and Damaianti (2017) explain that research methods are problem-solving techniques in research that are carried out in a planned and careful manner. The purpose of the research method is to obtain facts and continue to understand, explain, predict, and control a situation. Research methods are techniques used by researchers systematically, carefully, patiently, and precisely to obtain a resume whose truth is beyond doubt. This chapter consists of five parts, namely (a) Research Design, (b) Research Subjects, (c) Research Instruments, (d) Data Collection, (e) Data Analysis

3.1 Research Design

In this research, the researcher used descriptive qualitative methods. According to (Walidin et al., 2015, p. 77), Qualitative research is a process of understanding human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting. Meanwhile, qualitative descriptive means that the data received will be collected and realized directly in the form of a description of the atmosphere or condition of the Object as a whole and what it is in the form of spoken or written words from the person or behavior observed. In qualitative research, data collection techniques are commonly used: interviews, which involve direct interaction between the researcher and participants, and observation, where the researcher actively observes and records the behavior, interactions,

and context in the studied situation. This research focuses on determining the role of the Curipod application in helping teachers create material for blended learning. It is hoped that collecting interview data, observation, and documentation will answer and conclude the results of this research.

3.2 Research subject

This research focuses on the role of Curipod in supporting English teachers at SMK Nasional in creating teaching materials and the learning process. The main subjects of this research are teachers who actively teach using the blended learning method, which is a combination of face-to-face and online learning. Blended learning is chosen because it is increasingly being applied in schools to improve learning effectiveness by utilizing digital technology. The three English teachers who are the interviewees in this study teach in grades 10 to 12, so they have experience delivering materials to students with different levels of understanding. These teachers were chosen as research subjects because they have used Curipod for one year as part of their teaching strategy. Their long experience using Curipod allows them to provide deeper insights into the advantages and challenges of implementing this platform in the learning process.

The criteria for selecting resource persons were based on the frequency and consistency of using Curipod in teaching and learning activities. These teachers are considered to be familiar with and have sufficient understanding of Curipod's features, so they can provide a more objective analysis of the effectiveness of this platform in creating teaching materials. In addition, using Curipod in learning does not stand alone; it is combined with various other

digital media and tools that have been used before, such as Quizizz and Mentimeter. This combination of multiple technologies helps teachers present more interactive and engaging student materials.Overall, this research aims to dig deeper into how Curipod helps teachers create more effective and engaging teaching materials and how this platform compares to other digital media used in technology-based learning environments.

3.3 Research Instrument

The instruments used in this Qualitative Research are :

a. Interview

Interviews were conducted with three interviewees, who are English teachers at SMK Nasional, using a list of questions that had been prepared by the researcher. This interview aims to get an in-depth picture of how Curipod plays a role in helping teachers in the process of creating teaching materials. With this interview, the researcher can understand the experience of the teachers in using Curipod, including the benefits felt and the challenges faced during its use. The questions used in the interviews were prepared based on the results of previous research, which is relevant to the topic of technology utilization in education. Although based on previous research, the questions have been adapted to the context and needs of this study, so that they can provide more specific data related to the experience of teachers in using Curipod.

The interview questions were designed to be open-ended, allowing the interviewees to provide broader answers based on their personal experiences. This approach was used because each teacher may use Curipod

differently and experience diverse impacts in the learning process. Using

open-ended questions, the researcher can explore more in-depth information

and comprehensively understand the teachers' perceptions. There were 10

questions in this interview, all of which were drafted in English. The

questions covered several main aspects: Experience of Using Curipod,

Impact of Using Curipod, Challenges, Constraints, and Suggestions.

By organizing the questions based on these categories, this research can

obtain more focused and relevant answers to the research problem. In

addition, the data obtained from these interviews will later be analyzed to

find patterns or themes that can provide greater insight into the effectiveness

of Curipod as a tool in English language learning.

3.3.1 List interviews for teacher

No	Questions	Answer
1.	What do you think as a teacher about the Curipod application as a tool for learning?	
2.	How does Curipod help teachers organize learning materials faster than traditional methods?	
3.	What features are often used to create material?	
4.	Does Curipod affect the quality of your material presentation in	

	online and face-to-face learning?	
5.	Does Curipod make it easier for teachers to quickly include multimedia elements (such as video, images, or audio) in learning materials?	
6.	What do teachers experience the differences before and after using Curipod?	
7.	What obstacles are often faced when using Curipod?	
8.	How do you assess the role of using this application in creating learning materials?	
9.	What is the role of Curipod in blended learning?	
10.	Do you have any suggestions or recommendations on how Curipod can be more involved in helping teachers create materials more quickly?	

b. Observation

Observation in this study was conducted as an additional approach to strengthen the interview results and ensure that the data obtained is more

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accurate and objective. This observation helps in seeing firsthand how teachers use Curipod in learning and how it affects classroom dynamics and student engagement. The observation was conducted twice for each teacher during the research period. Two observations per teacher were made to ensure that the use of Curipod could be observed in different contexts, for example, on varied materials or teaching strategies. By conducting more than one observation, the researcher can also see if there are changes or specific patterns in teachers' use of this technology.

The main focus of the observation is on the implementation of Curipod in learning, precisely how this AI-based platform is used to create teaching materials and interact with students in the classroom. Observations also looked at students' responses, whether they were more active, more interested, or faced obstacles in participating in learning that involved Curipod. In addition, observation allows researchers to see the suitability of using Curipod with learning objectives and its effectiveness compared to conventional methods or other media used. In preparing the observation list, the researcher used previous research as a reference to ensure that the aspects observed had a strong basis in prior scientific studies. However, the observation list did not fully adopt previous research; instead, it was adapted to the needs of this study, making it more relevant to the school context and the specific use of Curipod.

By compiling observations based on these six aspects, researchers can obtain more structured and in-depth data about Curipod's role in learning. These observations will later be compared with the results of interviews to

see if there is harmony between what the teacher says and what happens in the classroom. This will provide a more comprehensive and valid picture of Curipod's role as an AI-based learning tool in the school environment.

3.3.2 List of observation

No	Teacher	Student
1	Preparation when teaching and learning from the beginning to the end of class	Student activities during the teaching and learning process from beginning to end of the class
2	Ability to build and motivate students to use AI in the learning material	Students are enthusiastic about the Curipod application
3	Ability to convey learning methods clearly and structured	Students understand the process of using Curipod from start to finish
4	Ability to control the class to build student activity so that learning is not boring	Students are active in answering questions and discussions given by the teacher.
5	Ability to handle student distractions or behavior during the learning process	Students can work together well during learning.

6	Ability to create positive experiences regarding the use of AI in the learning process	Students have a high interest in the AI used

3.4 Data Collection

Qualitative research involves a variety of methods for data collection that aim to gather rich, detailed insights into human behaviors, experiences, and perceptions (Creswell et al.; C. N., 2018). Here are some standard methods used for data collection in qualitative research:

a. **Interview**

Interviews are a research method that contains a list of questions or topics to be discussed during the research process. Interview guides provide a framework for researchers to ask relevant and in-depth questions to research participants. They can also contain examples of questions that can be used as a guide (Merriam, 2009). This research interviewed English teachers who used Curipod in blended learning in the teaching and learning process. Interviews were conducted with three interviewees using two languages, English as questions and Indonesian as answers, to avoid misunderstandings that occurred during the interview process. The results of the interviews were translated into English without reducing or adding to the original text.

b. **Observation**

Observation is a tool used to record and pay attention to essential aspects of the observation process. The observation checklist contains categories or variables the researcher will observe during the observation

process. Observation checklists help researchers organize and collect data relevant to the phenomenon under study (Creswell, 2014).

c. Documentation

Documentation contains guidelines for collecting data from documents or written materials related to the research phenomenon. Documentation study guidelines can contain instructions about relevant types of documents, data collection strategies, and aspects that need to be considered in analyzing documentation data (Merriam, 2009). (d) The case study contains the plans and strategies that will be used in the case study. The case study plan includes data collection steps, data analysis process, and stages in reporting case study findings. A case study plan helps researchers design and organize in-depth case research (Bogdan & Biklen, 2017).

3.5 Data Analysis

According to Miles and Huberman ((Sugiyono, 2017: p.204), the techniques are reducing, presenting, and concluding.

3.4.1 Reduction Data

Reduction data are a simplification through selection, and by focusing on raw validity data, it becomes meaningful information, making it easy to conclude.

3.4.2 Presentation of Data

A narrative is often used in qualitative data. Data presentations contain a collection of information arranged systematically and easily understandable.

3.4.3 Conclusion

The conclusion is the last step in data analysis. We must look at the data reduction results and keep referring to the problem statement. Data has been arranged and compared; the purpose is to conclude an answer to the problem.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Findings

This chapter contains research findings from the data that has been collected and analyzed. The research results will be described based on interviews, observations, and documentation. The findings include the results of using Curipod to help teachers create materials for blended learning. In addition, this chapter presents findings to answer research questions as previously mentioned in Chapter 1. This research uses a qualitative approach with descriptive methods. The qualitative descriptive method is a research method used to describe the processes or events that are happening at that time in the field, which is used as the object of research; then, the data or information is analyzed so that a problem solution is obtained, according to Walidin (2015) Qualitative descriptive means that the data received will be collected and realized directly in the form of a description of the atmosphere or condition of the Object as a whole and what it is in the form of spoken or written words from the person or behavior observed.

4.1.1 Data Collection

Researchers can use various methods to carry out the data collection stages. Data collection methods are the techniques and processes used to gather information for research, analysis, or decision-making. These methods include qualitative methods such as interviews and focus. The choice of method depends on the research question, purpose, and type of data required. In this study, researchers used observation, interview, and

documentation methods to discover the role of using Curipod in helping teachers create materials for blended learning.

a. Observation

In compiling data, the researcher uses representation by observing the teaching and learning process focused on classroom learning. Observation is an important data collection instrument in qualitative research. Observation is a very useful, systematic, and specialized way of monitoring and recording occurring interactions or phenomena. Observation aims to observe language use in real situations, namely in the classroom. Therefore, the Object of this research is classroom learning used by English teachers, and recording is the first step in collecting data. Researcher write and observe every classroom lesson used by English teachers who want to be studied. After recording the data, the next step was transcribing each recorded utterance (spoken form) into written form. Then, the researcher analyzed the statements about using Curipod in the classroom.

This observation was conducted in November 2024 in 6 classes with 3 English teachers. In the observation process, the researcher recorded all English learning activities for approximately 90 minutes (3x meetings in 1 week) and 6x meetings in one month. The format of direct analysis and recording was chosen to get more information about what the teacher had done in the instruction during the lesson. After the data is recorded, it will be transcribed into writing and

analyzed according to the needs of researchers regarding the role of Curipod in helping teachers learn.

b. Interview

In addition to presenting data through observation, another method that researchers use is the interview technique. Interviews were chosen because they can collect more detailed information about Curipod's role in helping teachers create classroom materials. According to Kvale and Brinkmann (2015), the interview method is described as a process in which "knowledge is constructed in the interaction between the interviewer and the interviewee." It is a qualitative research method that aims to understand the meaning of central themes in participants' lifeworlds, allowing researchers to explore complex issues in depth. The authors emphasize that interviews are about gathering information and involve active engagement to create understanding between both parties.

Researchers conducted three interviews at the end of the second observation. This interview was conducted intensively to explore and seek further detailed information. Researchers asked 10 relevant questions to answer the problems discussed in the previous chapter.

c. Documentation

The documentation method is a research technique that involves collecting, reviewing, and analyzing existing documents to gather data. According to Bowen (2009), this method is particularly valuable in qualitative research as it provides "rich, contextually grounded

data" by examining textual records, reports, and other relevant materials. Documentation related to the transcription of the observation record to the written form about the role of the Curipod in helping teachers create material based on blended learning.

4.1.2 Data condensation

refers to selecting, identifying, transforming, and simplifying essential data, including all parts of written field notes, interview results, and other empirical documentation. The researcher used observation (recording), interviews, and documentation in this study to collect data. These techniques were then carried out using instruments previously compiled by the researcher.

a. Analysis of Observation

Observations were conducted twice for each teacher using direct and image analysis to obtain data on the Curipod used in classroom learning, then transcribed into written form and analyzed to identify how teachers' use of the application during learning towards student understanding. Observations were conducted in November 2024. The results were analyzed to determine and classify whether the app helps teachers support learning media and improve student understanding. Activities that are not included or viewed as data will be eliminated, then activities and behaviors that contain the role of Curipod will be used as data. After obtaining the reduced data, the data is classified into specific groups based on the research focus.

The researcher made two observation lists for teachers and students in this analysis. The results stated that the teacher used Curipod as a liaison tool between him and students during learning activities, and students were quite good at using the application during the learning process. The data collected was then divided into 6 main points: teacher readiness to teach from start to finish, ability to motivate students, ability to convey material, ability to control the class, ability to overcome student habits, and ability to create positive experiences using AI. Observations for students include student activity during the learning process, student enthusiasm, student understanding, student activeness and cooperation between students, and student interest in using AI.

b. Analysis of Interview

In the validity of observation data, the researcher utilized interviews with English teachers to explore further information about code-switching conducted by teachers in classroom instruction of teaching activities. The interviews were conducted with 3 teachers in 3 meetings in November 2024. In the interview, the researcher asked 10 questions that followed the topic that the researcher was conducting three English teachers, which lasted 2 weeks after the observation. The researcher found some information about using the curipod role in helping teachers create materials and as a learning medium for students.

The teacher's statement answers the previous problems. The first point is determining how teachers respond to the Curipod application as a learning tool. The teacher explained that teaching English is a challenge because English is considered a foreign language (unfamiliar) and is not used as a communication tool in teaching and learning, even in everyday life. This condition encourages teachers to be more creative in delivering material, for example, using media or applications that support learning, such as Curipod. From the three interviews, 2 teachers expressed the same opinion about how the Curipod application helped them. In contrast, 1 teacher considered that Curipod was enough to help him complete the task but preferred traditional learning. It can be concluded that the Curipod application helps the average teacher. Second, what features are often used by teachers to create materials? The interview results show that each teacher has a favorite feature or one that is often used to create materials. Features in Curipod can be adjusted to the topic and learning style of students.

The third is the level of student understanding when using Curipod. When explaining how students understand something new, we will find differences in each class and each student. In this case, the researcher found that students' level of understanding is different according to the level of knowledge they can receive. The fourth point is student involvement when using Curipod. In addition to increasing creativity in making the classroom interactive, teachers can also be

assisted by the presence of media so that students are also interested in the material being taught. Evidenced by the variety of features provided by Curipod, the results of the interview said that Curipod succeeded in making student involvement in learning increase.

The fifth point is about the advantages of curipods in material creation. Broadly speaking, all teachers said that Curipod helped them create materials quickly. The available features and the many templates that can be used allow teachers to hone their creativity. In addition, the presence of videos, images, and other interactive elements makes Curipod very interesting to use as additional material in teaching. Next are the problems that arise when using Curipod, such as the obstacles experienced by teachers. The main obstacle is the lack of online services, which makes it difficult for students to use Curipod.

The seventh point the researcher will convey is how the Curipod application helps teachers create materials. Based on the interview results, all teachers said that Curipod was instrumental in creating material quickly without difficulty finding templates or material content.

The next point is how teachers can handle students with difficulties using the application. In this case, the teacher's handling is objective according to the problems faced by the students, and during the application's use, the teacher can direct and handle student difficulties.

Curipod's role is also needed in blended learning classes, as students can access materials or questions remotely. It is a flexible application that can be created anywhere and anytime. Teachers need applications like this to keep up with the advancing times. The teacher's ability to create an active blended class can be enhanced by involving interactive learning media. The resource person submitted recommendations regarding adding and improving existing features in Curipod. Content that evolves with the times and is customized can be a plus for this Application.

Based on the interview results, the researcher concluded that Curipod is actively helping teachers create materials in blended learning classes. The use of this application is successful in shortening the teacher's time in making materials. Teachers usually take a long time to determine the topic and content of the material, but now, after using Curipod, the teacher only needs approximately 1 minute. Besides being useful for teachers, Curipod also significantly boosts students' enthusiasm to learn English and master the material. This positive impact on students' learning is a clear testament to the role of the Curipod. However, there must be obstacles experienced by teachers during the use of this application, such as internet networks or difficulties when using the features provided.

4.1.3 Data Display

Researchers will describe the results of field research observations and interviews based on the title of this research, namely Improving

Teacher Ability In Developing English Material Through Curipod Application. According to Miles and Huberman's theory, data presentation is the third step or level of the qualitative data analysis model. Data presentation means the activity of displaying data that has been presented in the form of text, diagrams, graphs, charts, tables, and matrices that contain new ways of constructing thoughts about more appropriate data. Then, the researcher analyzes the data to understand the data related to the phenomenon. In this study, researchers examined the data collected, and then the data was sorted in the form of data summaries and presented in tabular form.

a. Observation

Observations were conducted with 3 English teachers who teach at SMK Nasional Malang City. They teach all grades, from grades 10 to 11 and 12. The researcher observed directly by joining the class during the teacher's teaching. Researchers describe and analyze how teachers and students can build an active and fun class during learning. Six points were used as the basis for this observation, and then the results of the researcher's analysis were described according to the results obtained during the learning process.

1. Teacher 1

The first observation lasted 2 weeks, with 2x meetings in November with 2 different classes. The Object of this observation was the English Teacher and student at SMK Nasional. There were 2 topics were covered during the observation period: news items

and greeting cards. Each topic contains several sub-topics that are related and discussed during the lesson. The classroom observation was conducted in a regular class. In the first observation, the teacher discussed news items. In the second observation, the teacher discussed greeting cards. Therefore, one topic was covered in one meeting.

Six points in the observation list during the learning process have met the researcher assessment criteria. The teacher's ability to control the class, deliver material, and create an active class has given good results. Curipod's features help teachers create creativity by making materials quickly and precisely. Student activity is also monitored to ensure that it runs smoothly during learning. Students who actively ask questions and follow the teacher's direction create an active class. The learning results were good enough to be given a satisfactory score.

2. Teacher 2

Like the first observation, the second observation lasted 2 weeks, with 2x meetings in November with 2 different classes. The objects of this observation were English teachers and students at SMK Nasional. There were 2 topics covered during the observation period, namely news items and passive voice. Each topic consisted of several interrelated sub-topics discussed during the lesson. The classroom observation was conducted in a regular class. In the first observation, the teacher discussed news items. In

the second observation, the teacher discussed passive voice. Therefore, one topic was covered in one meeting.

The results of the observation of the second teacher are not much different from the first teacher; the ability to deliver material and condition the class from beginning to end indicates that the teacher has the strategy of including the application (Curipod) as the right choice. The way the teacher uses Curipod to create materials and interact with students indicates that this application is instrumental during learning. Feedback from students is quite diverse; some children still have difficulty using it, but with the alertness of the teacher, students dare to ask questions and do the instructions well until the end.

3. Teacher 3

The last observation of the third teacher lasted for one week, with one meeting in November. The objects of this observation were English teachers and students at SMK Nasional. The topic discussed during the observation period was news items. Each topic consisted of several interrelated subtopics that were discussed during the lesson. The classroom observation was conducted in a regular class.

The results found by researchers during this last observation were that six observation points were fulfilled and carried out well. The teacher's attitude when involving applications in learning is the right choice to help students' difficulties in understanding the

material's content. Students' activeness during learning can be assessed by teachers and students who succeeded in creating an active and fun class.

b. Interview

In addition to using observation techniques to collect data, researchers also used interview techniques to obtain supporting data and validate the data. The interviews were aimed at English teachers to get more information about Curipod's role in helping teachers quickly create materials in their classes.

The first analysis is to compile a list of interview questions based on the research focus on the role of the Curipod application in helping teachers create materials. The Researcher used a sample of 3 teachers to be used as sources and 3 classes to be used as observation material. Interviews conducted by the researcher were conducted in stages in November. The results of this study were obtained by in-depth interview techniques with sources as a form of data search and classroom observation, which the researcher then analyzed.

4.1 interview schedule

Resource person	Date	Location
Teacher 1	7 November 2024 14 November 2024	
Teacher 2	8 November 2024 18 November 2024	SMK Nasional Kota Malang

Teacher 3	7 November 2024	
	14 November 2024	

This research focuses on using the Curipod application to help teachers create materials in blended learning classes to meet the information needs of teachers or prospective teachers. It is associated with several elements of the problem formulation. The research stage used is data collection techniques, with two data collection techniques: field studies and literature studies. To make this research more objective and the data more accurate, researchers sought sources by conducting in-depth interviews, where the interviews were intended to obtain precise information from trusted data sources.

The results of this study were obtained through data collection techniques with interviews, which were carried out to get natural data. The interview structure that the researcher designed is not a standard guideline, so if the informant's answer is unclear, the researcher asks another question so that the answer can be further when they elaborate. The researcher can analyze the role of the Curipod application in helping teachers create material in blended learning.

1. **What do you think as a teacher about the Curipod application as a tool for learning?**

    Based on the results of interviews with informants, this question leads to experiences while using Curipod in the learning process. Each teacher must have a different experience when using Curipod, for example, regarding speed, accuracy, or material selection.

According to Teacher 1, Curipod is one of the valuable learning tools that helps her make lesson plans easier.

"As a teacher, I find Curipod to be an invaluable tool for learning. It allows me to design interactive lessons that engage my students in ways that traditional methods cannot achieve. The variety of multimedia resources and the ease of integrating them into my lesson plans have made my classes more dynamic and enjoyable for students. Plus, the analytics provided by Curipod help me track student progress and identify areas where they might need extra help."

In contrast to Teachers 2 and 3, who have other reasons for their experience using Curipod, Teacher 2 does say that Curipod does help in the learning process. However, he worries about students' constant tendency to stare at the screen and the lack of interaction between students and teachers.

"While I see some potential in Curipod, I have mixed feelings about its role as a learning tool. On one hand, it offers many creative options for lesson planning and can make learning more fun for students. However, I worry that it might encourage more screen time and less face-to-face interaction, which is crucial for developing social and communication skills. Additionally, there is a learning curve for teachers and students, which can be a barrier to effective implementation."

As for Teacher 3 experience, she gave reasons for not liking the Curipod app. According to her, learning with AI is too dependent on technology, making it difficult for students to focus because they constantly stare at the screen. She prefers traditional learning because it is more effective for interaction.

"Honestly, I am not a fan of Curipod as a tool for learning. It relies too heavily on technology, which can distract the classroom. Many students struggle with focusing on their studies due to constant exposure to screens. I prefer more traditional teaching methods that encourage direct interaction and hands-on activities. While Curipod has some interesting features, I do not think it aligns well with my teaching philosophy."

2. **How does Curipod help teachers organize learning materials faster than traditional methods?**

Curipod is an application designed to help teachers create materials in a short time. This is an innovation in education that is in line with the development of technology and the transition of traditional methods to digital methods. According to Teacher 1, Curipod makes it easier to organize materials, the templates provided can be used immediately, he can immediately focus on the content.

"Curipod makes it easier for me to organize my learning materials by providing ready-made templates and design elements that can be used immediately. This process allows me to save time in

designing materials from scratch, so I can focus more on learning content and interactive teaching.”

Teacher 2 also believes that Curipod speeds up the creation of materials with one of the available features which is intuitive drag-and-drop. Inserting video, photo and audio elements is very effective compared to traditional methods which are a bit slow.

“Curipod accelerates the material creation process with its intuitive drag-and-drop feature, allowing me to instantly integrate multimedia elements such as videos, images, and audio into slides or material pages without the need for additional processing. This makes it very easy for me to design materials quickly and remain professional.”

supported by the opinion of the third teacher that Curipod is very helpful for effectiveness when creating materials. In a few clicks the topic appears immediately.

“With Curipod, I can organize learning materials faster as the app allows easy access to various sources of relevant content. I can search and integrate topic-related videos, articles or images directly into the materials with a few clicks, which saves time in traditional searching and organizing materials.”

3. **What features are often used to create material?**

Curipod has many features that teachers can use when creating and compiling materials. Curipod provides easy access according to the stage of the class being taught by the teacher and various topics

that can be adjusted. Each teacher must have features that are often used; for example, Teacher 1 often uses the Build Literacy Skill feature. She often uses this feature because it effectively trains students' writing skills. She is pretty satisfied with this feature in the classroom and online learning.

"As I use Curipod frequently, I love the Build Literacy Skills feature. This feature allows me to create visually appealing and organized lesson plans quickly. I often use this feature because it is effective enough to train students' writing skills. several kinds of texts can be adjusted to the material to be taught, for example, narrative writing, argumentative writing, and topic sentences. The addition of multimedia elements such as videos and images, which help fulfill different learning styles."

In contrast to Teacher 2 opinion, he prefers the Generate a Lesson and Curify My Slide features. Both features help teachers work together and create materials easily and quickly. They can exchange ideas and discuss materials tailored to the class. This feature is enough to write the topic used, and then Curipod will provide appropriate feedback.

"I think the Generate a lesson feature is the most useful tool in this app. Working with other teachers to develop materials is an efficient breakthrough to ease material development in a school setting. We can share resources, edit each other's work, and brainstorm together, all within the app. I also use the Curify My Slides feature,

which provides insight into student performance and helps me customize my teaching to meet their needs."

Teacher 3 chose to Establish daily routines as her favorite feature. According to him, this feature is exciting because it contains various teaching techniques combined with games. Students like learning combined with games because, according to them, the material is easier to understand and practice.

"The feature I use the most is Establish daily routines. This feature is exciting as it contains various teaching techniques combined with games so students are not bored and motivated during learning. Students enjoy participating in the learning by drawing or writing their responses directly on the whiteboard. In addition, integrating with other educational tools and platforms, such as Google Classroom, makes incorporating Curipod into my teaching workflow seamless."

4. **Does Curipod affect the quality of your material presentation in online and face-to-face learning?**

The quality of materials is influenced by several factors such as interactivity, accessibility and clear structure. In this case, Curipod has included several criteria that are appropriate for creating materials. Teacher 1 argued that

"Curipod really helps improve the quality of my material presentation, both in online and face-to-face learning. With its interactive features, I can present the material more interestingly and

involve students actively, so that learning becomes more dynamic and effective."

While the second teacher argues about the positive impact obtained through Curipod in making the quality of the material better. The availability of a variety of appropriate templates makes the material more relevant to the needs of the class.

"In my opinion, Curipod has a positive impact, especially in online learning. With various templates and creative tools, I can create presentations that are more structured and easy to understand. However, for face-to-face learning, I still need to adjust how to use it to make it more relevant to the needs of the class."

Teacher 3 also added that the quality of material presentation has improved significantly. He felt that he could utilize technology to make the session more interesting and less monotonous.

"The use of Curipod significantly affects the quality of material presentation. In online learning, visualization and interaction become easier to implement, while in face-to-face learning, I feel that I can utilize technology to make the session more interesting and less monotonous."

5. **Does Curipod make it easy for you to quickly include multimedia elements (such as video, images or audio) in learning materials?**

The ease of including supporting elements such as photos, videos and sound is an advantage possessed by Curipod. Teachers no longer need to search for templates and edit them manually. Curipod only

needs a few clicks so that the material matches the lesson to be carried out. As teacher 1 said that editing material does not go through a complicated process.

"Yes, Curipod makes it easy for me to include multimedia elements such as videos, images, and audio with its intuitive drag-and-drop feature. I can directly add multimedia content to slides or material pages without having to go through a complicated editing process. This allows me to enrich the material quickly and keep the material interesting for students."

Teacher 2 also added that inserting multimedia elements quickly can speed up the workflow in compiling materials.

"Curipod allows me to integrate multimedia elements quickly through a gallery of readily available content. I can select videos, images, or audio from the app's library or upload my own, and then directly add them to the learning materials. This process greatly speeds up my workflow in creating multimedia-rich materials."

The time efficiency was felt by the third teacher. She finds the feature of being able to include content from YouTube or other sources very interesting and can be done in a timely manner.

"With Curipod, I can easily include multimedia elements with just a few clicks. The app provides a direct upload feature from various sources, such as YouTube or file sharing platforms, which makes it quick and efficient to add videos, images or audio to the materials.

This makes it easy for me to quickly update or edit the content according to students' needs."

6. **What do teachers experience the differences before and after using Curipod?**

   Learning when using media will make a difference for teachers. The ease of creating materials and tests for students is very beneficial for teachers in terms of time and energy. The results of the interview with teacher 1 said that after using Curipod, learning became more dynamic and interactive.

   "Before using Curipod, my lessons mostly relied on traditional methods, such as lectures and textbooks, which often led to passive learning and bored students. After adopting Curipod, my teaching became more dynamic and interactive. Students are more involved thanks to multimedia and real feedback tools. I also save time preparing lessons because this platform offers ready-to-use templates."

   While the results of the interview with teacher 2 are the development of students' abilities in using technology. Students who still use traditional methods are now starting to learn and utilize AI in learning. Curipod can meet the needs of students and teachers during the learning period.

   "Before using Curipod, I had difficulty meeting the needs of students with diverse learning styles in one lesson. After using Curipod, the interactive and multimedia-rich environment helped me

address these differences more effectively. With the help of Curipod, I also learned that AI can greatly assist learning in school and outside. Also, students struggling with traditional methods thrive thanks to visual aids and interactive quizzes."

Teacher 3 explained that the impact of using Curipod is that she can easily monitor student progress and adjust her teaching style according to student needs. Before using Curipod, monitoring students could only be done at school, but now it can be done anywhere.

"Before integrating Curipod into my teaching, tracking student engagement and understanding was time-consuming and often subjective. Now, with the analytics and instant feedback features, I can easily monitor progress and adjust my lessons to meet student needs. This makes my teaching more data-driven and effective. Especially in technological reasoning so that students and teachers are also technology literate for now, in this modern era of the internet and AI (Artificial Intelligence)."

7. What obstacles are often faced when using Curipod?

Curipod is one of the new applications that can help teachers quickly create materials. Of course, teachers still face many obstacles when using this application. For example, teacher 1 faced barriers in the initial part of using Curipod. She still needed time to adjust the material to fit specific features.

"One of the obstacles I've faced with Curipod is the initial learning curve. While the interface is user-friendly, getting accustomed to all the features and functionalities still takes some time. This can initially be a bit overwhelming for someone who is not tech-savvy. However, once I got the hang of it, it became much easier to navigate and use effectively."

Curipod is indeed an application that requires the Internet for its use. Teacher 2 said he faced an obstacle, namely internet interference and delays.

"Occasionally, I have encountered technical issues, such as lagging or glitches, especially when the internet connection is unstable. These disruptions can be frustrating during live classes and hinder the lesson's flow. Although these issues are not frequent, they pose a challenge when they occur, and it would be great if there were more offline capabilities to mitigate this problem."

Teacher 3, on the other hand, has a problem with her students' lack of technology access, resulting in a lack of learning applications.

"One obstacle I've noticed is that not all students have equal access to the necessary technology outside of school. While Curipod is a fantastic tool for in-class learning, some students struggle to engage with the material at home due to a lack of access to devices or reliable internet. This digital divide can create disparities in learning opportunities, which must be addressed to leverage Curipod's benefits fully."

8. **How do you assess the role of using this application in creating learning materials?**

Teachers must assess the application of the Curipod's role in creating learning materials differently. This assessment is objective according to what happens between them. For example, Teacher 1 assesses that Curipod can increase student enthusiasm.

"I assess the role of Curipod by evaluating student engagement and performance. Since incorporating Curipod into my lessons, I have noticed increased student participation and enthusiasm. I also use the analytics features within Curipod to track how well students understand and retain the material. Their improved quiz scores and more active participation in class discussions indicate that the application enhances their learning experience."

Meanwhile, Teacher 2 believes that Curipod's role is evident in the quality of its materials and the time it uses.

"For me, the role of the Curipod is evident through the quality of the materials I can produce and the time saved in creating them. I can generate comprehensive and visually appealing lesson plans much faster than before. I also solicit feedback from my students about the lessons, and they have consistently reported that the materials are more engaging and easier to understand. This feedback, combined with their improved performance, confirms that Curipod is a role tool."

Teacher 3 believes that the role of the Curipod can be seen through learning when and before using it. This difference makes a benchmark for whether the Curipod application is feasible as an essential media in helping teachers improve the quality of learning. *"I measure the role by comparing the learning outcomes before and after using Curipod. I have conducted surveys to gather student opinions on the new learning materials and noticed a significant increase in their interest and satisfaction. Additionally, I keep track of their academic progress and have seen noticeable improvements in test scores and project quality. The ability to quickly adapt and customize lessons based on real-time feedback also helps me continuously improve the materials, ensuring they meet students' needs more effectively."*

9. **What is the role of Curipod in blended learning?**

The role of Curipod is not only to help teachers create materials quickly, but it can also be applied to blended learning classes, a class that combines online and offline learning. This aligns with the benefits of Curipod, which can be used in diverse learning models. The interview results will answer how significant the role of the Curipod is in helping teachers in this blended class. According to Teacher 1

"Curipod is highly recommended for blended learning because it seamlessly integrates in-person and online educational experiences. The interactive and multimedia features of Curipod engage students

in the classroom, while the accessibility of materials online allows them to continue learning at their own pace from home. I've found that the ability to track student progress and provide instant feedback, whether in the classroom or learning remotely, ensures that no student falls behind."

Teacher 2 added that using media to help teachers ease the work in blended learning is appropriate. Curipod's role in blended learning is evident in the features it provides to cater to a wide variety of student learning styles.

"Curipod's role in a blended learning environment is evident in its support for diverse learning styles and needs. The platform's flexibility allows me to create materials aimed at visual and auditory learners, and its collaborative tools facilitate group work whether students are in the same room or miles apart. My students appreciate the ability to review lessons online, which reinforces their learning and helps them stay engaged even when they are not in class."

Curipod's role in assisting blended classes can be seen with its real-time collaboration feature. Teacher 3 explained that Curipod's ability to integrate with educational tools can create more efficient and effective learning.

"Curipod is instrumental in blended learning because of its real-time collaboration features. Students can participate in discussions, complete assignments, and interact with multimedia content during

live classes and from home. The platform's ability to integrate with other educational tools, such as LMS software and video conferencing, creates a cohesive learning experience that bridges the gap between face-to-face and online teaching. This makes managing a blended learning environment much more efficient and effective."

10. **Do you have any suggestions or recommendations on how Curipod can be more involved in helping teachers create materials more quickly?**

After conducting interviews about the role of Curipod in helping teachers create materials in blended learning classes, below are some recommendations from teachers about Curipod that can be used as recommendations for developers and teachers who want to use or learn new applications. Teacher 1 said

"One suggestion for Curipod is to enhance the pre-made templates and lesson plans library. If there were more subject-specific templates and ready-to-use lessons, it would save teachers even more time. Additionally, integrating a feature that allows teachers to share their custom templates and materials could foster a collaborative community and provide a wider range of resources to draw from."

Teacher 2 added some benefits when using Curipod to create engaging content quickly.

"I think Curipod could benefit from an AI-assisted content creation tool. For example, an AI that can help generate quizzes, assignments, or lesson outlines based on the inputted topic would be incredibly helpful. This would speed up the material creation process and ensure the content is tailored to the curriculum standards. More automation in content curation and personalization would make it even more efficient for teachers."

Teacher 3 recommends improving education's integration with tools, media, and platforms to improve education management.

"A recommendation is to improve the integration with other educational tools and platforms. While Curipod already integrates with some tools, expanding these integrations to include a wider array of Learning Management Systems and educational resources could streamline the workflow for teachers. Additionally, offering more robust training and support resources, such as webinars and detailed tutorials, would help teachers utilize all the features of Curipod more effectively and reduce the time spent learning how to use the tool."

4.1.4 Conclusion Drawing/ Verification

Based on the interactive model of qualitative data analysis proposed by Miles and Huberman, conclusion drawing or verification is a critical final stage in the qualitative data analysis process. This stage not only serves to formulate the main findings of the research but also to ensure that the conclusions drawn indeed reflect the data collected and analyzed

previously. Conclusions are drawn based on the findings obtained from the field, either through interviews, observations, or document analysis. The researcher attempts to interpret the data at this stage to identify patterns, relationships, or meanings relevant to the research questions.

The verification process is an integral step in this stage. Verification involves rechecking the results of the analysis, either independently or through discussion with others, to ensure the validity and reliability of the findings. Researchers are open to criticism, suggestions, or input that can enrich or strengthen research findings. This is done so that the research can contribute significantly to understanding or resolving the problem being studied. Thus, this process produces accurate conclusions and supports the achievement of overall research objectives. Researchers must be critical and reflective, ensuring that conclusions are based on substantial evidence and in-depth analysis.

In qualitative research, conclusions are provisional so that they can change over time. If the researcher cannot find substantial evidence that supports data collection, on the contrary, to make credible conclusions, the data is verified through relevant data. Thus, the final result becomes more significant and precise. In this session, the things described in the data display will be further discussed to make research findings. The discussion and conclusions are separated into two main points: the Curipod's role in helping teachers create materials and the Curipod's role in blended learning.

These points are based on the problem statement formulated in Chapter One.

1. **What are the role of the Curipod application in helping teachers create material based on blended learning?**

   a. **Curipod helps teachers create materials for blended learning.**

      Based on the data from observations and interviews conducted by researchers, Curipod has played a significant role in helping teachers create materials for blended learning. The first is to improve teacher performance faster. Curipod is one application that provides features to help teachers create materials without looking for readings, videos, or photos to be used as teaching materials. Second, the active interaction between students and teachers when using Curipod indicates that the application is the right choice.

   b. **The difference experienced by teachers in preparing learning materials before and after utilizing the Curipod application.**

      Observations regarding the differences experienced by teachers in making materials before and after using Curipod produced data that Curipod affected the time teachers spent making materials in 1 meeting. They said that the performance in organizing materials and learning was much more effective and efficient.

      Based on the interview results, the teacher explained that before knowing Curipod, working on one material topic took

approximately 1 hour. In the process, they have to look for materials such as readings, photos, and videos one by one; besides that, it requires many references from various sources. This is different when teachers have used Curipod to help them create material. The many features available make it easy for teachers to customize the material for students. Teachers only need to choose a feature and then enter the topic. Then, Curipod will automatically create material for 1x meeting, from opening, content, test, and closing.

c. **Teachers' challenges when using Curipod application blended learning**

The challenges teachers face when using the Curipod application in blended learning are mainly related to two main factors, namely the need for a stable internet and students' lack of understanding of the material presented. Based on observations and interviews, the researcher found that, first, related to internet needs, the Curipod application requires a good and stable internet connection to be able to access various features it, such as downloading resources, uploading materials, or conducting online interactions. Without a stable connection, teachers and students may experience difficulty accessing learning materials, conducting interactive activities, or participating in online sessions smoothly. In this situation, blended learning that combines face-to-face and online sessions

can be disrupted, making the teaching and learning process less optimal.

Secondly, challenges related to students' lack of understanding of the material can also arise when using Curipod. Although the app provides a range of engaging and interactive features, not all students have the same ability or skills in accessing and understanding digitally delivered materials. Some students may have difficulty understanding material presented through digital media or are not used to online learning methods. This can slow down the process of understanding the material and reduce learning effectiveness.

2. **What are the student needs to the teacher ways in delivering materials using Curipod?**

a. **Devices and Internet Network During Learning**

Curipod is an internet-based media whose use must connect devices such as cellphones or laptops to the available internet network. The type of interaction that will be created is through this Curipod application, which has various features that can be used to create materials and learn in the classroom.

b. **Basic Understanding of Curipod**

Students need a basic understanding of using the Curipod application to create a real relationship. Teachers must first explain how to use Curipod to students from the beginning to creating exams and grades. The use of several features, such as polls, quizzes, and

other interactive features, must be explained in advance to avoid student misunderstandings and lag in following learning.

c. **Active and Reflection to the Teacher**

Curipod is designed for interaction, so students must be active in answering quizzes or having discussions. Students should not just be silent or passive when the teacher presents the material because this application is designed to engage students with ongoing learning.

Although Curipod presents the material interactively, students must take notes on key points to be studied again. After the session, students can reflect on the learning and ask questions if anything is unclear.

4.2 Discussion

In analyzing the findings, the researcher discusses the results collected using observations, interviews, and questionnaires to answer the study's problems. The formulation of the problem stated in Chapter I is Curipod's role in helping teachers create materials in blended learning and the student needs to the teacher ways in delivering materials using Curipod

1. **What is the role of the Curipod application in helping teachers create material based on blended learning?**

   a. **Curipod helps teachers create materials for blended learning.**

      Based on the data obtained through observations and interviews, Curipod has shown a significant role in supporting teachers in developing learning materials, especially in blended learning. The app

not only helps teachers design materials but also speeds up the process, providing a highly relevant solution to the needs of modern education.

Researchers found that one of Curipod's main contributions is its ability to improve teachers' work efficiency. With the advanced features provided, Curipod allows teachers to quickly create learning materials without the need to search for additional references, such as readings, videos, or images from various sources. This makes it easier for teachers to save time, usually spent collecting teaching materials from various platforms or media. The details of the findings are described more in the transcriptions below :

"As a teacher, I find Curipod to be an invaluable tool for learning. It allows me to design interactive lessons that engage my students in ways that traditional methods cannot achieve."(Interview result teacher 1)

Observations also suggest that Curipod's speed in producing materials for a single meeting is one of the advantages that teachers feel directly. In an often hectic work environment, especially with many additional responsibilities, the ability to organize materials more quickly leaves room for teachers to focus on other aspects of teaching, such as interacting with students or preparing better evaluation methods.

Curipod's speed in generating materials for a single meeting is one of the advantages that teachers feel directly. In an often hectic work environment, especially with many additional responsibilities, organizing materials more quickly allows teachers to focus on other

aspects of teaching, such as interacting with students or preparing for better evaluation methods.

In addition, this application is designed to ease the process of adapting teachers to the needs of blended learning, which combines face-to-face and online methods. Using Curipod, teachers can create relevant materials for both methods, ensuring that learning remains engaging and easily understood by students in class and online. In this case, Curipod is a tool and a reliable partner for teachers in managing time and improving learning quality.

Based on the results of interviews and observations, the researcher found several features that are favorite or often used by each teacher.

"As I use Curipod frequently, I love the Build Literacy Skills feature. This feature allows me to create visually appealing and organized lesson plans quickly." (Interview result Teacher 1)

"I think the Generate a lesson feature is the most useful tool in this app. Working with other teachers to develop materials is an efficient breakthrough to ease material development in a school setting." (Interview result Teacher 2)

"The feature I use the most is Establish daily routines. This feature is exciting as it contains various teaching techniques combined with games so students are not bored and motivated during learning." (Interview result Teacher 3)

Related to the findings obtained from the researcher observations, it appears that teachers in the classroom choose to use their favorite apps

in designing learning materials. The use of these apps is not only limited to the utilization of standard features but is also strongly influenced by each teacher's teaching style. Some teachers are more likely to choose features that support interactive and collaborative teaching approaches. In contrast, others may focus more on features that make it easier to deliver materials that are more visually or text-based.

Pedagogical Implications:

Efficiency in Material Preparation:

o   Traditionally, teachers spend significant time searching for appropriate resources such as texts, images, and videos. Curipod simplifies this process by automatically generating materials based on inputted topics.

o   This efficiency allows teachers to focus more on pedagogy rather than content curation, improving lesson quality and delivery.

Enhancing Blended Learning Effectiveness:

o   Blended learning requires seamless integration between online and offline resources. Curipod provides structured lesson plans that include openers, main content, interactive tests, and closures, ensuring continuity in hybrid learning environments.

o   It supports asynchronous learning, where students can access materials anytime, and synchronous learning, where teachers engage students in real-time.

Encouraging Active Student Participation:

- Curipod's interactive features foster engagement, ensuring students remain active participants rather than passive listeners.
- Tools like polls, quizzes, and discussion boards create dynamic interactions, enhancing student motivation and retention of learning materials.

b. The difference experienced by teachers in preparing learning materials before and after utilizing the Curipod application.

The study's results found that the differences experienced by teachers in compiling learning materials before and after using the Curipod application were very significant. Before using this application, teachers often faced various challenges in compiling learning materials, such as time constraints, difficulty finding relevant resources, and the need to design interesting materials manually.

"Before using Curipod, my lessons mostly relied on traditional methods, such as lectures and textbooks, which often led to passive learning and bored students." (Interview result teacher 1)

This process is time-consuming and requires additional skills in searching for references, editing content, and compiling materials to suit learning needs. Challenges like this Are even more significant when teachers have to accommodate blended learning methods that combine online and face-to-face learning.

However, after utilizing Curipod, teachers feel a significant change in efficiency and ease of work. Curipod provides various features specifically designed to support the creation of learning materials, such

as interactive templates, multimedia content integration, and a complete resource bank.

"Now, with the analytics and instant feedback features, I can easily monitor progress and adjust my lessons to meet student needs. This makes my teaching more data-driven and effective." (Interview result teacher 3)

This application allows teachers to compile materials quickly and practically without looking for additional references from various sources. Processes that previously took hours can be completed much shorter, so teachers have more time to focus on other tasks, such as guiding students or evaluating learning.

Pedagogical Implications:

Time Optimization and Teacher Productivity:

o Teachers can allocate more time to lesson refinement, interactive delivery, and student-centered activities instead of spending hours on content searching.

o This aligns with 21st-century teaching models, which emphasize active learning rather than mere content transmission.

Improving Lesson Structuring and Curriculum Alignment:

o Curipod provides a well-structured sequence of learning, helping educators align lessons with curriculum standards.

o This approach supports competency-based learning, where teachers can design lessons that cater to specific learning outcomes.

Enhancing Differentiated Instruction:

o Since Curipod automates material creation, teachers can modify and adapt materials for different student learning levels, making it easier to implement differentiated instruction for diverse classrooms.

c. Teachers' challenges when using Curipod application blended learning

The challenges teachers face when using Curipod app in blended learning involve several barriers that can affect the effectiveness of using this app in the learning process. The three main factors the researcher found include teachers' difficulties using the app, problems related to unstable internet networks, and students' lack of technology knowledge. Each of these challenges considerably impacts the quality and smoothness of learning designed to combine face-to-face and online learning sessions.

In the first teacher, the researcher found the teacher's difficulty in using Curipod application is one of the significant challenges. This application provides interactive features that can enhance the learning experience, such as quiz creation, group discussion, and digital-based assignments. However, at the time of the first teacher observation, the lack of understanding of some features was the main focus of the challenge that must have skills or experience in using digital applications effectively. Especially for teachers who are previously accustomed to conventional learning methods or not used to using technology intensively, the introduction to applications such as Curipod can be challenging for teachers. *"While the interface is user-friendly, getting*

accustomed to all the features and functionalities still takes. This can initially be a bit overwhelming for someone who is not tech-savvy."(Interview result Teacher 1)

Based on the interview results, the researcher assesses that teachers may find it difficult to understand how to operate various features of the app, such as compiling learning materials in an interactive format, managing assignments or quizzes, and organizing interactions with students online. When teachers do not feel confident using the app, they tend to utilize only a fraction of the available features, so the app's potential to improve learning engagement and effectiveness cannot be maximized. Therefore, the lack of adequate training or technical support for teachers can hinder the use of technology in learning and disadvantage students who should benefit from such innovations.

The second teacher said that the problem of unstable or limited internet networks is a big obstacle in using the Curipod application for blended learning. Applications such as Curipod, which rely on internet-based technology, require a fast and stable connection so that the existing features can function optimally. During the observation conducted by the researcher, when the internet network is unstable, both teachers and students will face disturbances such as buffering, lag, or even loss of connection during the learning session.

"I have encountered technical issues, such as lagging or glitches, especially when the internet connection is unstable. These disruptions

can be frustrating during live classes and hinder the lesson's flow." (Interview result teacher 2)

The interview explained that this condition can disrupt the ongoing learning process, complicate communication between teachers and students, and reduce interactivity, one of the main objectives of technology-based learning. Based on the research in the context of blended learning, which combines face-to-face and online sessions, the dependency on a good internet connection becomes a determining factor in maintaining the smoothness and effectiveness of the learning process. Without a stable network, learning cannot run optimally, and students may feel frustrated or lose interest in participating more actively.

The last obstacle that the researcher found in the third teacher is the student's lack of knowledge or skills in using technology is also one of the challenges in implementing learning using the Curipod application.

"fantastic tool for in-class learning, some students struggle to engage with the material at home due to a lack of access to devices or reliable internet" (Interview result teacher 3)

Based on this statement, although digital technology has become integral to everyday life, not all students have the same understanding or skill in using technological tools or digital applications for learning. Observations revealed that some students may be familiar with using technology in a social context, such as playing games or social media. However, they may not be used to using technology for academic or learning purposes. When teachers use the Curipod app to support

interactive learning, they must explain how to access materials, do assignments, or take quizzes and discussions online. Students unfamiliar with technology-based learning can find it challenging to navigate the app or understand instructions given by the teacher. This lack of skills can slow down their learning process, make them fall behind their peers, or even cause them to feel frustrated and reluctant to engage in learning activities. On the other hand, while the app is designed to be easy to use, without adequate familiarization and technical support from teachers, students could find it challenging to make the most of it.

Researchers encountered three main challenges, such as teachers' difficulty using the application, unstable internet networks, and students' lack of technological knowledge, which are considerable obstacles in implementing blended learning using Curipod.

Pedagogical Implications:

Addressing the Digital Divide:

o Schools need to ensure equitable access to technology for all students to prevent learning gaps in blended education.

o Policies on device accessibility, internet subsidies, and alternative learning modes should be implemented to support disadvantaged students.

Integrating Digital Literacy into the Curriculum:

o Digital literacy skills are crucial for modern learners. Teachers should include tech-based competency development as part of the curriculum.

- o This aligns with 21st-century skills, preparing students for future academic and professional environments.

   Balancing Online and Offline Learning Strategies:

- o While digital tools enhance learning, face-to-face instructional support remains essential for students struggling with online materials.

- o Teachers should incorporate blended strategies, such as discussions, group work, and hands-on activities, to ensure holistic learning experiences.

2. **What are the student needs of the teacher ways in delivering materials using Curipod?**

   The results of the observations made by researcher show that the assessment from the student's side of the teacher who uses Curipod as a learning media during class produces three main points that answer the research question.

   a. **Devices and Internet Network During Learning**

   Curipod is an internet-based learning platform that requires electronic devices such as mobile phones, tablets, or laptops to be optimally accessed. Since Curipod relies on the internet connection, network stability becomes an essential factor in the smoothness of learning. Suppose the internet network used is unstable or weak. In that case, several obstacles, such as delays in loading materials, difficulty in accessing quizzes or polls, as well as interference in interactions between students and teachers, can occur. Therefore,

before starting the learning session, teachers and students must ensure that the devices are connected to a stable internet network.

In addition, the use of devices that are compatible with Curipod must also be considered. Ensure that the browser supports the application's features and that the device battery is sufficient during the learning session. If possible, teachers or educational institutions can provide a Wi-Fi network with sufficient speed so that all students can participate without technical barriers. With adequate device support and a smooth internet connection, the learning process using Curipod can run optimally to maintain interaction between teachers and students without significant technical interruptions.

Pedagogical Implications:

Digital Inclusion & Accessibility:

- Unequal access to technology may create a digital divide among students, potentially limiting participation. Educators must address this challenge by providing alternative access (e.g., offline resources, printed materials, or shared school devices).

- Schools should consider technology integration policies that ensure all students can participate effectively, such as providing digital literacy training.

Technology-Enhanced Learning:

- When supported by stable internet, Curipod enables seamless access to interactive resources, ensuring a student-centered learning experience.

- The tool promotes real-time engagement, making it an effective medium for active learning.

    Blended & Hybrid Learning Possibilities:

- Curipod supports both synchronous and asynchronous learning. Instructors can use it for blended learning models, where students engage in self-paced activities outside of class while reinforcing concepts during face-to-face sessions.

b. **Basic Understanding of Curipod**

A basic understanding of using Curipod is needed so that students can participate in learning well and interactively. Before using this platform in learning, teachers must first explain how to access Curipod, starting from the process of logging into the application, how to use various features, and how they can do assignments or take exams. Some of the main features contained in Curipod, such as polls, quizzes, and other interactive features, must be explained in detail so that students do not experience confusion during the learning session. If students do not understand how to use these features, they may fall behind or have difficulty following the activities given by the teacher

Teachers can conduct simulations or usage exercises to ensure that all students understand how Curipod works before actually applying it in learning. For example, teachers can perform a short practice session by asking students to try answering a quiz or participating in a simple poll to familiarize them with the platform's

mechanics. In addition, students need to understand how Curipod is used to measure their learning outcomes, such as how to view grades, provide feedback, or re-access material that has been learned. With a strong fundamental understanding, students will be more adaptable and able to follow the learning more effectively.

Pedagogical Implications:

Constructivist Learning Approach:

- Curipod fosters constructivist learning, where students actively construct their own knowledge through exploration and engagement with digital content.

- When students understand how to use Curipod effectively, they can take ownership of their learning process.

Scaffolding & Gradual Release of Responsibility (GRR):

- Teachers need to provide scaffolding, guiding students through the use of Curipod before allowing independent exploration.

- Using the Gradual Release of Responsibility (GRR) Model, the teacher first models how to use Curipod, then allows guided practice before letting students take full control.

Minimizing Cognitive Load:

- If students do not understand how to use Curipod, they may experience cognitive overload, where they struggle with both technology and learning content simultaneously.

- Teachers should introduce features progressively to ensure students focus on learning rather than technical challenges.

Differentiated Instruction:

- Not all students will grasp digital tools at the same pace. Teachers should incorporate differentiated instruction by providing multiple ways for students to engage, including visual guides, video tutorials, and peer support.

c. **Active Attitude and Reflection to the Teacher**

Curipod is designed as an interactive learning tool, so students must play an active role in effective learning. In contrast to traditional learning methods that are more one-way (teachers deliver material, students listen), Curipod demands direct student involvement in various activities such as answering quizzes, taking polls, or participating in discussions. Students who are passive, i.e. just listening without participating in the activities provided, will miss out on the many benefits of this platform. Therefore, it is important for students to always be active in answering questions, giving opinions, and discussing with teachers and classmates. This active attitude helps students understand the material better and creates a more dynamic and fun learning environment.

In addition to active engagement in learning sessions, students must reflect on their learning. Although the material is delivered interactively through Curipod, students still need to note the key points so they can be studied again outside of class sessions. After the learning session is over, students are encouraged to evaluate their

understanding of the material that has been delivered and do not hesitate to ask the teacher if there are things that are not understood. Reflection can also be done by discussing with classmates or giving teacher feedback regarding the learning methods used. If some obstacles or things feel less effective, students can express their opinions so that the learning process can be better and more aligned with their needs. With an active attitude and the habit of always reflecting, students will more easily understand the material taught and can maximize the benefits of using Curipod in learning.

Pedagogical Implications:

Active Learning & Student Engagement:

- Curipod aligns with active learning strategies, where students do more than just listen—they respond to polls, participate in discussions, and engage in quizzes.

- Research suggests that active learning increases retention and comprehension, making Curipod an effective tool for improving student learning outcomes.

Formative Assessment & Immediate Feedback:

- The use of **quizzes, polls, and open-ended responses** in Curipod provides teachers with real-time insights into student understanding.

- Teachers can adjust instruction based on formative assessment data, personalizing learning to meet students' needs.

Encouraging Metacognition and Reflection:

- Curipod encourages **metacognitive practices**, where students reflect on what they have learned, identify gaps in understanding, and ask questions.
- Teachers should integrate structured reflection activities (e.g., exit tickets, peer discussions) to reinforce key concepts.

Collaborative & Social Learning:

- Drawing from **Vygotsky's Social Learning Theory**, Curipod promotes peer-to-peer interaction, where students learn from each other through discussion and shared insights.
- Features like group-based quizzes and collaborative brainstorming foster teamwork and critical thinking.

Curipod exemplifies how technology can transform education by making learning interactive, student-centered, and assessment-driven. However, its effectiveness depends on pedagogical planning, ensuring students have equitable access, a strong foundational understanding of its features, and opportunities for active engagement and reflection.

By integrating constructivist learning, scaffolding, formative assessment, and active learning strategies, Curipod can enhance modern teaching practices and significantly improve student learning outcomes. To maximize its potential, teachers must provide structured guidance, encourage participation, and continuously refine their instructional strategies based on student feedback.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study discusses the role of curipod for teachers in creating materials in blended learning classes. Researchers took this title because they saw that this application has much potential to be explored and developed to support teachers in utilizing AI media in learning. Features suitable to be used as media to assist teachers in creating materials or used during blended learning (online) make researchers want to know how this application compares to traditional learning. Technological advances make using AI highly recommended for all teachers as assistants in helping with work, making teaching and learning activities more effective and efficient. According to the research question in this study, researchers want to know the role of curipod in helping teachers create materials in blended learning classes.

The researcher used a qualitative descriptive research method to describe the study results. The qualitative descriptive method was chosen because it is in accordance with the references collected by the researcher. Besides, this method is considered appropriate for use in describing research data. The researcher chose 3 sources, namely English teachers at SMK Nasional. The selection of 3 sources as objects of interviews and observations is considered to be able to provide more valid data. The study was conducted in November with 5 meetings for observation and 3 meetings for interviews. During the research, the researcher found several incidents that could be observed and discussed due to field data. Based on the research results that have been

obtained, the researcher concluded that several main topics can answer the research questions contained in Chapter 1, namely the role of the Curipod in helping teachers create materials, the differences between teachers before and after using Curipod and the challenges experienced by teachers, students while using the Curipod application, devices and internet network during learning with Curipod, a basic understanding of Curipod and active and reflection to the teacher

At the first point, this study produced data that Curipod plays an active role in helping teachers compile learning materials efficiently. Interviews and observations conducted by the researcher concluded that this application is designed to facilitate the process of teacher adaptation to the needs of blended learning, which combines face-to-face and online methods. Using Curipod, teachers can create relevant materials for both methods, ensuring that learning remains interesting and easy to understand for students in class and online. In this case, Curipod is not only a tool but also a reliable partner for teachers in managing time and improving the quality of learning.

It can be concluded that Curipod plays an overall role and has a real impact on teacher performance, especially in terms of time efficiency and ease of creating learning materials. The existence of this application is one of the practical solutions that help teachers answer the challenges of the increasingly complex world of education in today's digital era. The second point discusses the differences felt by teachers before and after using Curipod. Before using Curipod, teachers often faced challenges compiling engaging, interactive, and student-appropriate learning materials, especially in technology-based

learning, such as blended learning. The material preparation process usually takes longer and requires extra effort to find or create relevant learning media. However, after using Curipod, teachers felt more at ease in compiling materials. The features provided, such as interactive templates, automatic evaluation tools, and digital integration, help them create more modern and engaging materials in less time. Teachers also expressed that Curipod helped them focus more on the teaching process and interaction with students because the technical burden of preparing materials could be minimized. This shows that Curipod has a real positive impact on the efficiency and effectiveness of learning.

The third point focuses on the various challenges experienced by teachers and students when using Curipod as a learning support tool. Three main challenges are often found in practice.

First, teachers may find it challenging to use the application. This can be caused by a lack of experience or technical knowledge in operating Curipod. Some teachers, especially those unfamiliar with digital technology, may feel burdened to learn the application's features and integrate them into the learning process. The limited time needed to understand this system is also a factor that complicates the situation.

Second, internet network constraints are often a significant obstacle, especially in areas with inadequate technological infrastructure. Slow or unstable internet connections can interfere with teachers' and students' smooth use of Curipod. Without reliable internet access, the interactive features of this

application cannot be fully utilized, which ultimately impacts the effectiveness of learning.

Third, students lack knowledge about using the application. Not all students have sufficient experience in using digital technology, so they need additional guidance to understand how Curipod works. This can result in limited student participation in learning activities that use the application. This gap in technical skills can also create frustration for students, potentially reducing their motivation to learn.

To overcome this problem, several strategic steps are needed. First, schools and educational institutions must provide more intensive training for teachers to master this application and optimize the existing features. This training can be in workshops, mentoring sessions, or technical assistance from application developers to ensure teachers feel more confident using technology in learning. Second, schools need to invest in better internet infrastructure, especially in areas where stable internet access is difficult. Improving the quality of internet connections will facilitate online learning and allow the Curipod application to function optimally. Finally, there needs to be a program to improve students' technological literacy so they are better prepared to face digital-based learning. By providing training or tutorials on using the application and accessing materials online, students will be better prepared to participate actively in technology-based learning.

Four, In learning using Curipod, devices and internet network have a very crucial role. The quality of devices such as laptops, tablets or smartphones used by students and teachers will affect the effectiveness of using this platform.

Devices with low specifications or incompatible operating systems can cause limitations in accessing Curipod features.

In addition, a stable internet connection is also very necessary to support real-time interaction which is the core of learning with Curipod. Network disruptions or slow connections can cause delays in accessing materials, completing quizzes, or participating in interactive discussions. Therefore, schools or learning centers should ensure that the internet infrastructure is adequate for learning with Curipod to run optimally.

As a solution, teachers can provide alternatives for students who have limited devices or networks, for example by providing offline materials or recording learning sessions to be accessed again. With careful preparation, technical obstacles can be minimized so that all students can experience the maximum benefits of this technology-based learning.

Five, Curipod is an interactivity-based learning platform designed to increase student engagement through a variety of interesting features. The platform allows teachers to create quizzes, polls, discussions and other activities that encourage active student participation. Some of Curipod's key features include Live Polling and Q&A, which allows students to give opinions or answer questions directly, as well as Interactive Quizzes, where teachers can create questions with various formats to test students' understanding. In addition, there is a Real-Time Collaboration feature, which allows students to discuss, share ideas and participate in shared tasks directly through the platform. A Learning Reflection feature is also provided to allow students to

convey their impressions, self-evaluation, and feedback on the material they have learned.

By understanding how Curipod works, both teachers and students can make the most of it to create a more dynamic and fun learning experience. This platform also provides flexibility in organizing learning materials, so that they can be tailored to the needs and learning styles of each student.

The last, The role of the teacher in using Curipod is very important, not only as a facilitator but also as a guide in encouraging active participation and student reflection on learning. Teachers must ensure that the material presented is interesting and encourages student participation, for example through quizzes, group discussions, or interactive challenges. By utilizing the interactive features in Curipod, teachers can ensure that every student has the opportunity to participate, both in discussions and in answering questions. In addition, teachers should also provide clear and constructive feedback on students' answers or reflections so that they can continue to improve their understanding.

Besides encouraging interactive learning activities, reflection on learning is also important for teachers to evaluate the effectiveness of their teaching. Teachers can analyze student participation by looking at the data generated from Curipod sessions to understand how many students are active and how they respond to the material. Evaluation of the quality of the material taught also needs to be done so that teaching methods can be adjusted based on feedback from students. From the results of this reflection, teachers can

develop new strategies to create more innovative learning approaches that suit the needs of students in the future.

By addressing these six challenges, the Curipod application can run more smoothly and effectively in blended learning and provide a more interesting and meaningful learning experience for students.

5.2 Suggestion

According to the research results, several suggestions are made for the following parties

1. For Teacher

The researcher recommends that teachers continue to use Curipod as an application to help them create materials to lighten their work. Using applications in blended learning classes can increase students' enthusiasm for English lessons. Based on the study's findings and results, this application can still be developed and utilized by teachers to create materials for final assignment assessment materials. Teacher creativity in creating learning using applications in blended classes is expected to be one of the exemplary efforts to improve the success of education in Indonesia.

2. Future Researcher

Based on this study, further research is hoped to develop new findings. The limitations of the researcher can be used as a reference for conducting research that can help teachers and students in learning. Further, researchers can focus their research on students' effectiveness of Curipod and present it with other methods.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
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Nomor	: 3621/Un.03.1/TL.00.1/11/2024	5 November 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth.   Kepala SMK Nasional Malang
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nariza Titis Vio Masayu
NIM	:	200107110042
Tahun Akademik	:	Genap - 2024/2025
Judul Proposal	:	**The Role of Curipod Application Toward Teachers in Creating Materials Based On Blended Learning**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an.Dekan,
Wakil Dekan Bidang Akaddemik

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Tembusan :

1. Ketua Program Studi TBI
2. Arsip

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Nomor	: 3665/Un.03.1/TL.00.1/11/2024	6 November 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala SMK Nasional Malang
di
      Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nariza Titis Vio Masayu
NIM	:	200107110042
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2024/2025
Judul Skripsi	:	**The Role of Curipod Application Toward Teachers in Creating Materials Based On Blended Learning**
Lama Penelitian	:	**November 2024** sampai dengan **Januari 2025** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

PERKUMPULAN PENGELOLA PENDIDIKAN UMUM DAN TEKNOLOGI NASIONAL MALANG

SMK "NASIONAL" MALANG

NPSN:20533812 NSS: 322056101003 STATUS: TERAKREDITASI "A"

Konsentrasi Keahlian: Desain Pemodelan dan Informasi Bangunan; Teknik Instalasi Tenaga Listrik; Teknik Pemesinan, Teknik Kendaraan Ringan, Teknik Sepeda Motor; Rekayasa Perangkat Lunak; Teknik Komputer dan Jaringan, Desain Komunikasi Visual; Manajemen Perkantoran; Bisnis Digital; Akuntansi

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SMK BISA-HEBAT

SURAT KETERANGAN

Nomor : 680/I04.5/SMK Nas Mlg/ I.2024

Yang bertanda tangan di bawah ini :

Nama	: **Drs. Rusdi, M.Si**
NIP.P.	: 303 020 0375
Jabatan	: Kepala SMK Nasional Malang

Menerangkan dengan sebenarnya bahwa :

No	Nama	NIM	Fakultas
1	Nariza Titis Vio Masayu	200107110042	Ilmu Tarbiyah dan Keguruan

Bahwa Mahasiswa dari Universitas Islam Negeri Maulana Malik Ibrahim Malang tersebut telah melaksanakan kegiatan penelitian di SMK Nasional Malang dalam rangka penyusunan skripsi dengan judul : **The Role of Curipod Application Toward Teachers in Creating Materials Based On Blended Learning.**

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 18 November 2024
Kepala Sekolah

Drs. Rusdi, M.Si
NIP.P. 303 020 0375

Teacher   : Miladia Wahyu Kurniawati, S.pd

Date   : 7 November 2024

Question	Answer
1. What do you think as a teacher about the Curipod application as a tool for learning?	"Sebagai seorang guru, saya menemukan Curipod sebagai alat yang sangat berharga untuk belajar. Curipod memungkinkan saya untuk merancang pelajaran interaktif yang melibatkan siswa saya dengan cara yang tidak dapat dicapai dengan metode tradisional. Tersedianya banyak template dan kemudahan mengintegrasikannya ke dalam rencana pelajaran saya telah membuat kelas saya lebih dinamis dan menyenangkan bagi para siswa. Selain itu, analisis yang disediakan oleh Curipod membantu saya memantau kemajuan siswa dan mengidentifikasi area di mana mereka mungkin memerlukan bantuan."
2. How does Curipod help teachers organize learning materials faster than traditional methods?	"Curipod mempermudah saya dalam menyusun materi pembelajaran dengan menyediakan template yang sudah jadi dan elemen desain yang bisa langsung dipakai. Proses ini memungkinkan saya untuk menghemat waktu dalam merancang materi dari awal, sehingga saya bisa lebih fokus pada konten pembelajaran dan pengajaran yang interaktif."
3. What features are often used to create material?	"Karena saya sering menggunakan Curipod, saya menyukai fitur Build Literacy Skills. Fitur ini memungkinkan saya untuk membuat rencana pembelajaran yang menarik dan terorganisir dengan cepat. Fitur ini sering saya gunakan karena cukup

		efektif untuk melatih kemampuan menulis siswa. Beberapa jenis teks dapat disesuaikan dengan materi yang akan diajarkan, misalnya, tulisan naratif, tulisan argumentatif, dan kalimat topik. Penambahan elemen multimedia seperti video dan gambar, membantu memenuhi gaya belajar yang berbeda-beda."
4.	Does Curipod affect the quality of your material presentation in online and face-to-face learning?	"Curipod sangat membantu meningkatkan kualitas presentasi materi saya, baik dalam pembelajaran online maupun tatap muka. Dengan fitur-fiturnya yang interaktif, saya dapat menyajikan materi dengan lebih menarik dan melibatkan siswa secara aktif, sehingga pembelajaran menjadi lebih dinamis dan efektif."
5.	Does Curipod make it easy for you to quickly include multimedia elements (such as video, images or audio) in learning materials?	"Ya, Curipod memudahkan saya untuk memasukkan elemen multimedia seperti video, gambar, dan audio dengan fitur drag-and-drop yang intuitif. Saya bisa langsung menambahkan konten multimedia ke slide atau halaman materi tanpa harus melalui proses pengeditan yang rumit. Hal ini memungkinkan saya untuk memperkaya materi dengan cepat dan membuat materi tetap menarik bagi siswa."
6.	What do teachers experience the differences before and after using Curipod?	"Sebelum menggunakan Curipod, pelajaran saya sebagian besar mengandalkan metode tradisional, seperti ceramah dan buku teks, yang sering kali membuat siswa pasif dan bosan. Setelah menggunakan Curipod, pengajaran saya menjadi lebih dinamis dan interaktif. Siswa lebih terlibat berkat multimedia dan alat umpan balik yang nyata. Saya juga menghemat waktu dalam mempersiapkan

	pelajaran karena platform ini menawarkan template yang siap pakai."
7. What obstacles are often faced when using Curipod?	"Salah satu kendala yang saya hadapi dengan Curipod adalah kurva pembelajaran awal. Meskipun antarmukanya mudah digunakan, membiasakan diri dengan semua fitur dan fungsinya masih membutuhkan waktu. Hal ini pada awalnya bisa jadi sedikit membingungkan bagi seseorang yang tidak paham teknologi. Namun, setelah saya menguasainya, menjadi lebih mudah untuk menavigasi dan menggunakannya secara efektif."
8. How do you assess the role of using this application in creating learning materials?	"Saya menilai peran Curipod dengan mengevaluasi keterlibatan dan kinerja siswa. Sejak menggunakan Curipod dalam pelajaran saya, saya melihat peningkatan partisipasi dan antusiasme siswa. Saya juga menggunakan fitur analitik dalam Curipod untuk melacak seberapa baik siswa memahami dan mengingat materi. Nilai kuis mereka yang meningkat dan partisipasi yang lebih aktif dalam diskusi kelas menunjukkan bahwa aplikasi ini meningkatkan pengalaman belajar mereka."
9. What is the role of Curipod in blended learning?	"Curipod sangat direkomendasikan untuk pembelajaran campuran karena dapat mengintegrasikan pengalaman belajar secara langsung dan online. Fitur interaktif dan multimedia Curipod melibatkan siswa di dalam kelas, sementara aksesibilitas materi secara online memungkinkan mereka untuk terus belajar dengan kecepatan mereka sendiri dari rumah. Saya menemukan bahwa kemampuan untuk melacak kemajuan siswa dan

	memberikan umpan balik secara instan, baik di dalam kelas maupun belajar dari jarak jauh, memastikan tidak ada siswa yang tertinggal."
10. Do you have any suggestions or recommendations on how Curipod can be more involved in helping teachers create materials more quickly?	"Salah satu saran untuk Curipod adalah untuk meningkatkan templat yang sudah jadi dan perpustakaan rencana pelajaran. Jika ada lebih banyak templat khusus mata pelajaran dan pelajaran yang siap pakai, itu akan menghemat lebih banyak waktu bagi para guru. Selain itu, mengintegrasikan fitur yang memungkinkan guru untuk berbagi templat dan materi yang mereka buat sendiri dapat menumbuhkan komunitas kolaboratif dan menyediakan sumber daya yang lebih luas untuk digunakan."

Appendix 5 1 Interview Transcript of Subject Study 2

Teacher   : Arrizal Ocha Wahyu Pradana, S.pd

Date: 14 November 2024

Question	Answer
1. What do you think as a teacher about the Curipod application as a tool for learning?	"Meskipun saya melihat beberapa potensi dalam Curipod, saya memiliki perasaan campur aduk tentang perannya sebagai alat pembelajaran. Di satu sisi, Curipod menawarkan banyak pilihan kreatif untuk perencanaan pembelajaran dan dapat membuat pembelajaran menjadi lebih menyenangkan bagi para siswa. Namun, saya khawatir hal ini dapat mendorong lebih banyak waktu di depan layar dan mengurangi interaksi tatap muka, yang sangat penting untuk mengembangkan keterampilan sosial dan

	komunikasi. Selain itu, ada kurva pembelajaran untuk guru dan siswa, yang dapat menjadi penghalang untuk implementasi yang efektif."
2. How does Curipod help teachers organize learning materials faster than traditional methods?	"Curipod mempercepat proses pembuatan materi dengan fitur seret dan lepaskan yang intuitif, memungkinkan saya untuk langsung mengintegrasikan elemen multimedia seperti video, gambar, dan audio ke dalam slide atau halaman materi tanpa perlu pemrosesan tambahan. Hal ini sangat memudahkan saya untuk mendesain materi dengan cepat dan tetap profesional."
3. What features are often used to create material?	"Menurut saya, fitur Generate a Lesson adalah alat yang paling berguna dalam aplikasi ini. Bekerja sama dengan guru lain untuk mengembangkan materi merupakan terobosan yang efisien untuk memudahkan pengembangan materi di lingkungan sekolah. Kami dapat berbagi sumber daya, mengedit pekerjaan satu sama lain, dan bertukar pikiran bersama, semuanya di dalam aplikasi. Saya juga menggunakan fitur Curify My Slides, yang memberikan wawasan tentang kinerja siswa dan membantu saya menyesuaikan pengajaran untuk memenuhi kebutuhan mereka."
4. Does Curipod affect the quality of your material presentation in online and face-to-face learning?	"Menurut saya, Curipod memberikan dampak yang positif, terutama dalam pembelajaran online. Dengan berbagai template dan tools kreatif, saya bisa membuat presentasi yang lebih terstruktur dan mudah dipahami. Namun, untuk

	pembelajaran tatap muka, saya masih perlu menyesuaikan cara penggunaannya agar lebih relevan dengan kebutuhan kelas."
5. Does Curipod make it easy to quickly include multimedia elements (such as video, images, or audio) in learning materials?	"Curipod memungkinkan saya mengintegrasikan elemen multimedia dengan cepat melalui galeri konten yang sudah tersedia. Saya bisa memilih video, gambar, atau audio dari perpustakaan aplikasi atau mengunggahnya sendiri, lalu langsung menambahkannya ke materi pembelajaran. Proses ini sangat mempercepat alur kerja saya dalam membuat materi yang kaya multimedia."
6. What do teachers experience the differences before and after using Curipod?	"Sebelum menggunakan Curipod, saya mengalami kesulitan untuk memenuhi kebutuhan siswa dengan gaya belajar yang beragam dalam satu pelajaran. Setelah menggunakan Curipod, lingkungan yang interaktif dan kaya akan multimedia membantu saya mengatasi perbedaan ini dengan lebih efektif. Dengan bantuan Curipod, saya juga belajar bahwa AI dapat sangat membantu pembelajaran di sekolah dan di luar sekolah. Selain itu, siswa yang kesulitan dengan metode tradisional dapat berkembang berkat alat bantu visual dan kuis interaktif."
7. What obstacles are often faced when using Curipod?	"Kadang-kadang, saya mengalami masalah teknis, seperti lagging atau gangguan, terutama ketika koneksi internet tidak stabil. Gangguan ini bisa membuat frustrasi selama kelas langsung dan menghambat alur pelajaran. Meskipun

	masalah ini tidak sering terjadi, namun hal ini menjadi tantangan tersendiri saat terjadi, dan akan sangat bagus jika ada lebih banyak kemampuan offline untuk mengurangi masalah ini."
8. How do you assess the role of using this application in creating learning materials?	"Bagi saya, peran Curipod terlihat jelas melalui kualitas materi yang dapat saya hasilkan dan waktu yang dihemat dalam membuatnya. Saya dapat membuat rencana pelajaran yang komprehensif dan menarik secara visual jauh lebih cepat dari sebelumnya. Saya juga meminta umpan balik dari murid-murid saya mengenai pelajaran yang saya berikan, dan mereka secara konsisten mengatakan bahwa materi yang saya berikan lebih menarik dan lebih mudah dimengerti. Umpan balik ini, dikombinasikan dengan kinerja mereka yang meningkat, menegaskan bahwa Curipod adalah alat bantu yang sangat berguna."
9. What is the role of Curipod in blended learning?	"Peran Curipod dalam lingkungan pembelajaran campuran terlihat jelas dalam dukungannya terhadap gaya dan kebutuhan belajar yang beragam. Fleksibilitas platform ini memungkinkan saya untuk membuat materi yang ditujukan untuk pelajar visual dan auditori, dan alat kolaborasinya memfasilitasi kerja kelompok, baik ketika para siswa berada di ruangan yang sama maupun berjauhan. Murid-murid saya menghargai kemampuan untuk mengulas pelajaran secara online, yang memperkuat pembelajaran mereka dan

Question	Answer
	membantu mereka tetap terlibat meskipun tidak berada di kelas."
10. Do you have any suggestions or recommendations on how Curipod can be more involved in helping teachers create materials more quickly?	"Saya rasa Curipod bisa mendapatkan manfaat dari alat pembuatan konten yang dibantu oleh AI. Sebagai contoh, AI yang dapat membantu membuat kuis, tugas, atau garis besar pelajaran berdasarkan topik yang dimasukkan akan sangat membantu. Hal ini akan mempercepat proses pembuatan materi dan memastikan konten disesuaikan dengan standar kurikulum. Otomatisasi yang lebih banyak dalam kurasi dan personalisasi konten akan membuatnya lebih efisien bagi para guru."

Appendix 6 1 Interview Transcript of Subject Study 3

Teacher : Athika Diena Hayati S.Pd

Date: 18 November 2024

Question	Answer
1. What do you think as a teacher about the Curipod application as a tool for learning?	"Sejujurnya, saya bukan penggemar Curipod sebagai alat untuk belajar. Alat ini terlalu bergantung pada teknologi, yang dapat mengalihkan perhatian di dalam kelas. Banyak siswa yang kesulitan untuk fokus pada pelajaran mereka karena terus menerus terpapar layar. Saya lebih suka metode pengajaran yang lebih tradisional yang mendorong interaksi langsung dan aktivitas langsung. Meskipun Curipod memiliki beberapa fitur yang menarik, saya rasa itu tidak sesuai dengan filosofi pengajaran saya."

2. How does Curipod help teachers organize learning materials faster than traditional methods?	"Dengan Curipod, saya bisa mengatur materi pembelajaran dengan lebih cepat karena aplikasi ini memungkinkan akses mudah ke berbagai sumber konten yang relevan. Saya bisa mencari dan mengintegrasikan video, artikel, atau gambar terkait topik langsung ke dalam materi dengan beberapa klik saja, sehingga menghemat waktu dalam mencari dan mengatur materi secara tradisional."
3. What features are often used to create material?	"Fitur yang paling sering saya gunakan adalah Establish daily routines. Fitur ini menarik karena berisi berbagai teknik pengajaran yang dikombinasikan dengan permainan sehingga siswa tidak bosan dan termotivasi selama pembelajaran. Siswa senang berpartisipasi dalam pembelajaran dengan menggambar atau menulis tanggapan mereka langsung di papan tulis. Selain itu, integrasi dengan alat dan platform pendidikan lainnya, seperti Google Classroom, membuat penggunaan Curipod ke dalam alur kerja mengajar saya menjadi lebih mudah."
4. Does Curipod affect the quality of your material presentation in online and face-to-face learning?	"Penggunaan Curipod secara signifikan mempengaruhi kualitas presentasi materi. Dalam pembelajaran online, visualisasi dan interaksi menjadi lebih mudah diterapkan, sementara dalam pembelajaran tatap muka, saya merasa bisa memanfaatkan teknologi untuk membuat sesi pembelajaran menjadi lebih menarik dan tidak monoton."

5. Does Curipod make it easy to quickly include multimedia elements (such as video, images, or audio) in learning materials?	"Dengan Curipod, saya dapat dengan mudah memasukkan elemen multimedia hanya dengan beberapa klik. Aplikasi ini menyediakan fitur unggah langsung dari berbagai sumber, seperti YouTube atau platform berbagi file, yang membuatnya cepat dan efisien untuk menambahkan video, gambar, atau audio ke dalam materi. Hal ini memudahkan saya untuk memperbarui atau mengedit konten dengan cepat sesuai dengan kebutuhan siswa."
6. What do teachers experience the differences before and after using Curipod?	"Sebelum mengintegrasikan Curipod ke dalam pengajaran saya, melacak keterlibatan dan pemahaman siswa memakan waktu dan sering kali bersifat subjektif. Sekarang, dengan fitur analitik dan umpan balik instan, saya dapat dengan mudah memantau kemajuan dan menyesuaikan pelajaran saya untuk memenuhi kebutuhan siswa. Hal ini membuat pengajaran saya lebih berbasis data dan efektif. Terutama dalam penalaran teknologi sehingga siswa dan guru juga melek teknologi untuk saat ini, di era internet dan AI (Artificial Intelligence) yang modern ini."
7. What obstacles are often faced when using Curipod?	"Salah satu kendala yang saya perhatikan adalah tidak semua siswa memiliki akses yang sama terhadap teknologi yang diperlukan di luar sekolah. Meskipun Curipod adalah alat yang luar biasa untuk pembelajaran di dalam kelas, beberapa siswa kesulitan untuk terlibat dengan materi di rumah karena kurangnya akses ke perangkat atau internet yang dapat diandalkan.

	Kesenjangan digital ini dapat menciptakan kesenjangan dalam kesempatan belajar, yang harus diatasi untuk meningkatkan manfaat Curipod sepenuhnya."
8. How do you assess the role of using this application in creating learning materials?	"Saya mengukur peran dengan membandingkan hasil pembelajaran sebelum dan sesudah menggunakan Curipod. Saya telah melakukan survei untuk mengumpulkan pendapat siswa tentang materi pembelajaran baru dan melihat peningkatan yang signifikan dalam minat dan kepuasan mereka. Selain itu, saya melacak kemajuan akademis mereka dan telah melihat peningkatan yang nyata dalam nilai ujian dan kualitas proyek. Kemampuan untuk beradaptasi dengan cepat dan menyesuaikan pelajaran berdasarkan umpan balik waktu nyata juga membantu saya untuk terus meningkatkan materi, memastikan materi tersebut memenuhi kebutuhan siswa secara lebih efektif."
9. What is the role of Curipod in blended learning?	"Curipod sangat penting dalam pembelajaran blended learning karena fitur kolaborasinya yang real-time. Siswa dapat berpartisipasi dalam diskusi, menyelesaikan tugas, dan berinteraksi dengan konten multimedia selama kelas berlangsung dan dari rumah. Kemampuan platform ini untuk berintegrasi dengan alat pendidikan lainnya, seperti perangkat lunak LMS dan konferensi video, menciptakan pengalaman belajar kohesif yang menjembatani kesenjangan antara pengajaran tatap muka dan online. Hal ini membuat pengelolaan lingkungan

	pembelajaran campuran menjadi jauh lebih efisien dan efektif."
10. Do you have any suggestions or recommendations on how Curipod can be more involved in helping teachers create materials more quickly?	"Rekomendasi kami adalah untuk meningkatkan integrasi dengan alat dan platform pendidikan lainnya. Meskipun Curipod sudah terintegrasi dengan beberapa alat, memperluas integrasi ini untuk mencakup lebih banyak lagi Sistem Manajemen Pembelajaran dan sumber daya pendidikan dapat merampingkan alur kerja bagi para guru. Selain itu, menawarkan sumber daya pelatihan dan dukungan yang lebih kuat, seperti webinar dan tutorial yang terperinci, akan membantu para guru untuk menggunakan semua fitur Curipod dengan lebih efektif dan mengurangi waktu yang dihabiskan untuk mempelajari cara menggunakan alat ini."

Appendix 7 Observation Sheet 1 1

No	Teacher	Student
1	Preparation when teaching and learning from the beginning to the end of class	Student activities during the teaching and learning process from beginning to end of the class
2	Ability to build and motivate students to use AI in the learning material	Students are enthusiastic about the Curipod application
3	Ability to convey learning methods clearly and structured	Students understand the process of using Curipod from start to finish
4	Ability to control the class to build student activity so that learning is not boring	Students are active in answering questions and discussions given by the teacher.
5	Ability to handle student distractions or behavior during the learning process	Students can work together well during learning.
6	Ability to create positive experiences regarding the use of AI in the learning process	Students have a high interest in the AI used

Appendix 8 Documentation 1

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Curriculum Vitae

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