

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusions of the entire series of research that has been conducted related to the utilization of Poe.AI by English teachers in designing the learning process of writing skills in pesantren-based high schools. The discussion in this chapter includes a summary of the main findings from the previous chapters, starting from the background of the problem, the use of Poe.AI in learning design, the quality of the teaching module produced, to the teacher's perception of the role and impact of Poe.AI. In addition, this chapter also contains suggestions addressed to teachers, stakeholders, and future researchers, along with a description of the limitations of the research as a consideration in the development of future studies.

#### 5.1 Conclusion

It can be concluded that this study aims to explore the utilization of Poe.AI by English teachers in designing the learning process of writing skills at the pesantren-based high school level. The background of the study shows that the low quality of English learning in Indonesia, coupled with the high administrative burden of teachers, becomes a significant obstacle in creating effective learning. The use of Poe.AI as a learning design tool is offered as an innovative solution to ease teachers' workload while improving the quality of teaching modules. This study focused on high school teachers in Cirebon Regency and used a qualitative approach with literature review, interviews, and rubric assessment methods. The theoretical study includes an understanding of AI, especially Poe.AI, the role of English teachers, writing skills, and learning design models such as ASSURE, ADDIE, and Jerols E. Kemp. Thus, this research is expected to contribute to the effectiveness of AI-

assisted learning design that suits students' characteristics and teachers' needs in the modern educational context.

Poe.AI makes a significant contribution in helping English teachers design the learning process of writing skills through various features tailored to educational needs. Through the use of chatbot features and specific prompts, teachers can develop learning objectives, teaching materials, differentiated learning strategies, task instructions, assessment rubrics, and remedial and enrichment materials that are relevant to the context of students' backgrounds. These steps start from the introduction to Poe.AI, exploration of features, to the final examination of the teaching module that has been created. The findings of this study confirm that clarity in developing prompts determines the quality of the results and show that Poe.AI not only speeds up teachers' work but also facilitates creativity and personalization in lesson planning. Nonetheless, teacher involvement is still important to review and adjust the results to keep them relevant and effective in real classroom learning contexts.

The results of the assessment of the quality of the learning design for writing skills made using Poe.AI show that in general the design is in the good to very good category in most aspects, such as the formulation of learning objectives, learning models, completeness of supporting documents, and steps of learning activities. The assessment was conducted through the average scores from teachers, Poe.AI, and ChatGPT, which provided an objective picture of the quality of the teaching module. However, weaknesses were still found in certain aspects such as ICT utilization, glossary, and enrichment and remedial formulations, which tended to be in the fair to poor category. These results indicate that although Poe.AI is able to assist teachers in developing learning designs that are quite comprehensive and in accordance with the principles of the Merdeka Curriculum, teacher intervention and refinement are still needed so that the final result is truly in accordance with the context and needs of students, especially in a pesantren

environment. Final evaluation and revision by teachers are key to ensuring the accuracy, relevance, and effectiveness of the resulting modules.

Based on the overall discussion, it can be concluded that teachers view Poe.AI as a useful tool in designing the learning process of writing skills. The use of Poe.AI is perceived to increase work efficiency and effectiveness, facilitate the preparation of teaching modules, and foster teacher creativity and confidence. The chatbot and comparison features in Poe.AI make it easy to obtain references, design learning approaches, and explore new ideas. Teachers also stated that the use of Poe.AI supports professionalism and provides opportunities for reflection on the teaching process. However, there are challenges such as limited free features, difficulty in designing appropriate prompts, and potential dependency that can interfere with independent thinking. However, teachers still recommend using Poe.AI wisely, not only relying on AI results, and recommending it to colleagues as an innovative solution in supporting more effective learning tasks and development.

## **5.2 Suggestions**

This section provides several suggestions derived from the findings and conclusions of the research regarding the utilization of Poe.AI for English teachers in designing the learning process of writing skills at pesantren-based high schools. The suggestions are intended to guide teachers, stakeholders, and future researchers in applying and further developing the use of artificial intelligence in education. These recommendations aim to enhance the effectiveness, creativity, and practicality of AI-assisted learning designs, ensuring that technological tools like Poe.AI are used ethically, responsibly, and in harmony with the pedagogical values of pesantren-based education.

### **5.2.1 For Teachers**

Teachers are encouraged to utilize Poe.AI as a supportive tool in designing the learning process for writing skills. However, its use should be

balanced with critical thinking and pedagogical knowledge. Teachers should not rely solely on AI-generated content, but rather refine and adapt it to the real needs of their students, especially considering the local context such as pesantren-based schools. Additionally, it is important for teachers to improve their prompt engineering skills to obtain more relevant and accurate outputs from Poe.AI.

### **5.2.2 For Stakeholders**

Educational stakeholders, including school administrators and policy makers, are expected to provide access, infrastructure, and digital training for teachers in using AI tools like Poe.AI. This includes facilitating workshops, allocating budgets for AI integration, and ensuring that teachers have access to both free and premium features if necessary. Stakeholders should also consider developing guidelines for the ethical and effective use of AI in curriculum development, so it aligns with national education standards and values.

### **5.3 Limitations of the Research**

This section outlines the limitations encountered in conducting the research on the utilization of Poe.AI for English teachers in designing the learning process of writing skills at pesantren-based high schools. These limitations emerged from various aspects, including participant involvement, research scope, and the non-implementation stage of the designed modules. Recognizing these limitations is essential to provide a realistic understanding of the study's scope and to highlight areas that require further exploration. Despite these constraints, the research still offers valuable insights into how Poe.AI can assist teachers in creating effective and contextually appropriate learning designs within the framework of AI-assisted education.

### 5.3.1 Limited Participation

This study involved only two teacher participants, which limits the generalizability of the findings. The limited number of participants may not fully represent the diverse experiences, teaching styles, or school environments that exist across different regions and institutions. As a result, the insights obtained—while valuable—should be interpreted with caution and not assumed to reflect the perceptions of all English teachers, particularly those with different levels of digital literacy or teaching backgrounds.

### 5.3.2 Not Implementation

Another limitation of this research is the absence of classroom implementation. The study focused solely on the use of Poe.AI in designing the learning process without observing how these designs are applied in real teaching settings. Consequently, this research cannot assess the effectiveness of Poe.AI-assisted modules in improving student outcomes, engagement, or classroom dynamics. Practical trials in actual learning environments are necessary to validate the tool's impact on both teachers and students.

