



## The Application of Curipod-Based Digital Media in Poetry-Writing Learning at MTs Al-Khairaat, Gorontalo City

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### ABSTRACT

This study aims to describe (1) the planning, (2) the implementation, and (3) students' responses to the application of Curipod-based digital media in poetry-writing learning in grade VIII of MTs. Al-Khairaat, Gorontalo City. The research was conducted in class VIII-D of MTs. Al-Khairaat, Gorontalo City, in May 2026. This study used a qualitative research type with a descriptive approach. The data sources consisted of one Indonesian-language teacher and 18 grade VIII-D students, with five students selected as interview informants. Data were collected through observation, interviews, and documentation as the main instruments, and a questionnaire as a supporting instrument to strengthen the data. Data analysis used the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing/verification. The results show that (1) the planning for the application of Curipod was carried out systematically through the preparation of a Merdeka Curriculum teaching module with a deep-learning approach, preparation for using the platform, and the readiness of the teacher and students; (2) the application of Curipod was carried out in two meetings in the computer laboratory, covering opening, main, and closing activities in accordance with the lesson design, with the use of Word Cloud, polling, quiz, and Open-Ended features; and (3) students' responses to the application of Curipod were very positive, marked by increased enthusiasm, activeness, and creativity, along with an average poetry-writing score of 78.61, with 88.9% of students reaching the Minimum Mastery Criteria. Curipod-based digital media proved to be a viable alternative for interactive poetry-writing instruction, particularly within an Islamic boarding-school-based madrasah that prohibits the use of mobile phones.

*Keywords: curipod, digital media, poetry writing*

### INTRODUCTION

Advancements in information and communication technology have significantly impacted various sectors of life, including education. The use of technology is no longer merely supplementary; it has become an integral part of delivering instruction that adapts to the changing times. Data from UNICEF and the Ministry of Communication and Informatics indicates that approximately 30 million internet users in Indonesia are children and adolescents, with around 80 percent using the internet for communication and information gath-

ering (Fareza & Zuhdi, 2023:12). This situation underscores the fact that students belong to a generation familiar with digital technology; consequently, instruction must be tailored to these characteristics to provide meaningful learning experiences.

Engaging instruction tends to boost learning motivation and helps students connect new knowledge with their existing experiences (Nuramila et al., 2024:33). Teachers are required to continuously enhance their competence in utilizing digital tools

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and media to design innovative lessons that meet the needs of students in the digital era (Sartika, 2021:181). However, 2023 data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) reveals that the digital literacy skills of some teachers still require improvement, resulting in suboptimal use of technology in the classroom (Didipu et al., 2025:797). This contributes to a prevalence of teacher-centered instruction rather than student-centered approaches (Muslimin, 2012:230-231).

These issues are also evident in Indonesian language instruction, particularly regarding literature. Low student engagement is often attributed to teacher-oriented methods and limited use of innovative instructional media (Muslimin, 2012:230-231). One topic within the Indonesian language curriculum at the junior high school (SMP/MTs) level that demands a high degree of creativity is poetry writing. Through poetry writing activities, students learn to arrange words while simultaneously developing their creativity and ability to express ideas in writing (Sardianah, Muslimin, & Salam, 2021:12). This ability is not formed instantly but develops through focused and continuous practice (Tarigan in Maulidah, 2020:65), requiring precision in diction, imagination, and the construction of coherent lines and stanzas (Putri & Rukiyah, 2021:383).

Preliminary observations and interviews with the Indonesian language teacher at MTs. Al-Khairaat, Gorontalo City, indicate that poetry writing instruction remains dominated by textbooks and teacher explanations; consequently, students lack active engagement and struggle to express ideas, select appropriate diction, and transform their imagination into complete poems. As an Islamic boarding school-based institution, MTs. Al-Khairaat enforces a policy prohibiting students from using personal mobile phones under any circumstances, including during lessons. Nevertheless, the school possesses a computer laboratory that has not yet been optimally utilized as an interactive learning medium. This situation presents an opportunity—rather than an obstacle—for teach-

ers to maximize the available facilities. The instructional process is also influenced by a gender-segregated classroom system, which necessitates adjustments to teaching strategies and media to ensure optimal engagement for all students.

The development of web-based digital learning platforms creates opportunities for interactive learning that can boost interest, encourage participation, and positively impact learning outcomes (Fareza & Zuhdi, 2023:12). One alternative relevant to the context of MTs. Al-Khairaat is Curipod, a web-based learning platform offering various interactive activities—such as open-ended questions, word clouds, quizzes, polls, and real-time feedback—that can be accessed via school computers without relying on students' mobile phones.

Previous studies indicate that Curipod is frequently used to enhance motivation, engagement, and learning outcomes across various subjects; however, research regarding its application in Indonesian language instruction—specifically poetry writing—remains limited. Studies describing the implementation process of Curipod in *\*pesantren\**-based schools (Islamic boarding schools) that enforce mobile phone bans are also scarce. This situation highlights a research gap that serves as the basis for the current study: to describe the planning and implementation process of Curipod-based digital media, as well as student responses, during poetry writing lessons for Grade VIII students at MTs. Al-Khairaat, Gorontalo City.

Based on this background, the research questions are: (1) how is the implementation of Curipod-based digital media planned for poetry writing lessons in Grade VIII at MTs. Al-Khairaat, Gorontalo City; (2) how is Curipod-based digital media implemented in poetry writing lessons in Grade VIII at MTs. Al-Khairaat, Gorontalo City; and (3) what are the student responses to the implementation of Curipod-based digital media in poetry writing lessons in Grade VIII at MTs. Al-Khairaat, Gorontalo City? Aligned with these questions, this study aims to describe the three aspects mentioned above. The research is expected to ben-



efit students by providing a more interactive learning experience, teachers by serving as a reference for designing digital media-based instruction, the school by optimizing available technological facilities, and future researchers by providing a foundation for developing similar studies.

## LITERATURE REVIEW

### Instructional Media

Instructional media serve as a communication intermediary between the teacher—as the message sender—and the learner—as the message receiver (Saleh et al., 2023:6). These media encompass various tools, ranging from conventional to technology-based—such as books, images, videos, and computers—that are utilized to support the learning process (Azhar, cited in Langkantau, 2022:133). Consequently, instructional media are no longer limited to physical tools but also include ever-evolving digital media. According to Pagarra et al. (2022:17-18), the functions of instructional media include focusing learners' attention, organizing material, aligning perceptions, and eliciting learner responses. Sudjana and Rivai (cited in Pagarra et al., 2022:20-21) add that instructional media enhance the appeal of learning, aid in understanding the material, encourage methodological variety, and boost learner engagement. In line with this, Karo-karo and Rohani (2018:95) emphasize that the use of instructional media improves the quality of teacher-learner interaction and encourages teachers to become more creative facilitators.

### The Curipod Platform

Curipod is a web-based learning platform that utilizes Artificial Intelligence (AI) technology to assist teachers in creating online-accessible presentations, quizzes, and classroom activities, while also providing features to monitor student engagement and responses (Rahayu et al., 2023). Curipod has been adopted by schools and educational districts across various countries, with a user base exceeding 4.9 million students, demonstrating its adaptability to 21st-century learning needs. As an

AI-driven platform, Curipod does not replace the teacher's role but rather assists them in designing instruction more effectively. Teachers can access Curipod via its official website, compile text-based materials or learning topics, and then edit the AI-generated output to suit specific instructional requirements. Key features of Curipod include the creation of interactive lessons containing text, images, and open-ended questions, as well as AI-powered activities such as quizzes, polls, and word clouds. Its advantages include saving teachers time, boosting student engagement, enabling instructional customization, and ensuring data security; conversely, its drawbacks lie in the requirement for basic technical skills and limited visual variety compared to other platforms.

### Poetry Writing

Writing is the process of expressing ideas, thoughts, and feelings through written language as a means of communication (Supriyadi, 2018:8), a skill that develops through continuous and structured practice (Tarigan, cited in Maulidah, 2020:65). Poetry is a literary work that conveys ideas, experiences, and emotions through language arranged aesthetically—characterized by brevity, conciseness, and the use of rhythm, rhyme, and stanza-line structures (Pitaloka & Sundari, 2020:9; Sa'adah, 2023:1). Poetry is characterized by rhythm, rhyme, typography, and language rich in meaning (Andari, 2023:84-85); it is constructed from intrinsic elements—such as theme, diction, figurative language, imagery, rhyme/rhythm, tone/atmosphere, emotion, and message—as well as extrinsic elements derived from the poet's background, socio-cultural conditions, values, and the context of the era. The steps involved in writing poetry include determining the theme, seeking inspiration, establishing the tone and atmosphere, defining the message, selecting a title, employing imagination, drafting ideas, allowing for reflection and rereading, choosing diction, using figurative language, applying creative typography, and finally, editing (Maesaroh in Putri & Rukiyah, 2021:385-386).

## Relevant Research

The study by Othman and Junaidi (2025), titled “The Use of the Curipod Application in Teaching and Learning Short Story Characters and Characterization,” found that Curipod positively influenced the teaching of Malay Literature; it proved interactive and fostered collaboration among students. While that study shares similarities with the current research regarding the use of Curipod in literature instruction, it differs in its specific focus—short story characters and characterization—whereas the present study focuses on poetry writing.

Studies by Damanik et al. (2025), Siregar et al. (2024), and Naibaho et al. (2024) consistently demonstrate that using Curipod, combined with the Problem-Based Learning model, significantly enhances student engagement and learning mastery in subjects other than Indonesian, utilizing a quantitative approach. Although these three studies resemble the current research in their use of Curipod as a digital medium, they differ in their research approaches and the subjects examined. This study employs a qualitative approach to provide an in-depth description of the planning, implementation, and student responses regarding Curipod in poetry writing lessons within a \*pesantren\*-based \*madrasa\*—an environment characterized by mobile phone bans and gender-segregated classrooms—aspects that have received limited attention in previous research. This novelty makes the study relevant for enriching the literature on the use of digital media in Indonesian language instruction within \*madrasa\* settings.

## METHOD

This study is a qualitative research project employing a descriptive approach. A qualitative research design was selected because it emphasizes an in-depth understanding of the processes and meanings underlying a phenomenon—rather than merely the outcomes—thereby enabling the researcher to comprehend the behaviors, perceptions, and experiences of the research subjects within

their real-world context (Lapan, Quartaroli, & Riemer, cited in Waruwu, 2024:200). A descriptive approach was employed to systematically and accurately describe the implementation of Curipod-based digital media in poetry writing instruction, as well as the students' responses following the use of said media (Fiantika et al., 2022:88).

The study was conducted in class VIII-D at MTs. Al-Khairaat, Gorontalo City, in May 2026, with instruction delivered over two sessions—each lasting 2 x 40 minutes—in the school's computer laboratory. The research data were qualitative in nature, encompassing the lesson planning process, the implementation of Curipod, and student responses. Data sources were categorized into primary data—obtained directly from the Indonesian language teacher and class VIII-D students through observation and interviews—and secondary data, consisting of supporting documents such as students' poetry compositions, instructional materials, and activity documentation. To gather more in-depth data, the researcher interviewed five students randomly selected from the 18 students in class VIII-D.

Data collection techniques included observation, interviews, documentation, and questionnaires. Observations were conducted using an observation sheet to monitor how the teacher delivered the material, engaged students, and managed poetry-writing activities using Curipod (Mardhatillah in Fiantika et al., 2022:105). Interviews were conducted with the teacher and five students using separate interview guides to gain in-depth insight into their experiences, responses, and opinions (Zuriah in Fiantika et al., 2022:13). Documentation—consisting of photos of learning activities, student poetry work, and instructional records—was used to supplement the observation and interview data (Zuriah in Fiantika et al., 2022:14). Questionnaires served as a supporting instrument rather than a primary one, intended to reinforce data regarding student responses (Widodo et al., 2023:161); consequently, the ques-



tionnaires in this study did not undergo statistical validity and reliability testing, and data validity was instead reinforced through triangulation with the results of observations, interviews, and documentation.

Data analysis employed the interactive model proposed by Miles and Huberman (in Nasution, 2023:132-133), which consists of three stages. Data reduction involved filtering and summarizing data from observations, interviews, and documentation to focus on the planning and implementation processes of Curipod. Data presentation took the form of narrative descriptions, tables, and matrices to clearly illustrate the learning process and student responses. Conclusion drawing and verification involved summarizing the analyzed findings and subsequently cross-checking the results against various data sources to ensure the study remained valid and credible.

## RESULTS

### 1. Planning the Implementation of Curipod-Based Digital Media

Planning for the implementation of Curipod-based digital media in poetry-writing lessons for Grade VIII at an MTs (Islamic Junior High School). The Al-Khairaat Gorontalo City initiative encompasses three key aspects: the development of instructional materials, preparation for using Curipod, and the readiness of both teachers and students. The entire plan is systematically structured into a \*Kurikulum Merdeka\* (Independent Curriculum) teaching module utilizing a "deep learning" approach; this module details learning outcomes, learning objectives, student characteristics, and the integration of Curipod across all stages of instruction—from introductory and core activities to the closing phase. The planning also covers the preparation of content for Curipod, the creation of interactive activities, the design of "trigger questions" to spark engagement, and the development of assessment instruments integrated with the platform.

In preparing to use Curipod, the teacher utilized AI-driven features—specifically the text

upload function—to assist in automatically generating learning content, subsequently editing the output to align with the specific requirements of an 8th-grade poetry-writing lesson.

The teacher designed several types of interactive activities within Curipod deemed best suited to the nature of poetry writing, including illustrated content slides, multiple-choice and fill-in-the-blank quizzes, polling features, word clouds, and open-ended prompts that allowed students to compose poetry directly within the platform.

The readiness aspect addresses both the teacher's proficiency with Curipod technology and the adequacy of facilities and infrastructure. Although using Curipod was a novel experience, the teacher conducted independent exploration prior to the study, thereby demonstrating sufficient readiness. The computer laboratory was selected as the learning venue due to a school policy prohibiting students from using personal mobile phones.

Observations revealed that the computer laboratory was adequately equipped with computers and a digital board connected to the teacher's computer; internet access was available, although the connection speed was not entirely stable. Student readiness varied; while some lacked experience with digital learning platforms like Curipod, most were familiar with basic computer operations and showed great curiosity and enthusiasm for using computer-based applications.

**2. Implementation of Curipod-Based Digital Media**  
The implementation of Curipod-based digital media took place over two sessions—each lasting 80 minutes (2 x 40 minutes)—in the computer laboratory. The introductory phase of the first session began with greetings, a prayer, attendance taking, and class preparation. This was followed by an introductory discussion (apperception) regarding students' experiences with reading poetry, an outline of the lesson's objectives and benefits, an introduction to Curipod as a learning tool, and an explanation of the assessment criteria for attitudes and knowledge.

During the core activity, the teacher introduced the Curipod interface via the digital board and displayed a PIN code, allowing students to easily join the learning session through the curi.live website. Almost all students successfully accessed the Curipod session in under five minutes. The teacher then presented the poetry material interactively, posing brief questions about rhyme, diction, and poetic language. Students answered using their individual computers, with results displayed in real-time on the digital board using the Polling and Word Cloud features.

To gauge students' prior knowledge, the teacher utilized the Polling feature. Students were asked to share their experiences with writing poetry and the difficulties they had encountered. Responses were displayed immediately, giving the teacher an initial overview of student readiness. This information served as a basis for determining which aspects of the material required more in-depth explanation. The use of the Polling feature also boosted student engagement, as everyone provided responses simultaneously via their own devices. Next, the teacher utilized the Word Cloud feature to invite students to write down words describing a rainy atmosphere—such as *\*heavy\**, *\*drizzling\**, *\*cool\**, and *\*pattering\**—as an exercise in word choice prior to writing poetry. Subsequently, the students analyzed a poem by Chairil Anwar to identify elements such as diction, rhyme, figurative language, theme, tone, mood, and the underlying message, although some still struggled to articulate the message and lacked confidence in sharing their work.

Before the writing phase began, the teacher conducted an ice-breaking activity using the Draw feature. Students were asked to draw simple objects related to the theme of the poem they were about to write. The drawings were displayed immediately on the screen, creating a more active and enjoyable learning atmosphere. This activity served as a visual stimulus to spark the students' imaginations before they began composing their poems. Through this activity, the students appeared more

enthusiastic and better prepared to express their ideas in writing.

In the second meeting, the core activity focused on hands-on poetry writing using the "Open-Ended" feature, centered on themes relevant to the students' own experiences. During the closing activity, the teacher and students engaged in reflection, displaying selected poems on the digital board for collective feedback and appreciation; they discussed strengths and areas for improvement (specifically regarding diction, figurative language, underlying messages, and stanza structure), summarized the lesson material, and concluded the session with a prayer and a formal closing.

Observations indicated that the use of Curipod features made the learning process more interactive compared to conventional instruction. Each feature served a distinct yet complementary function: polls identified students' prior knowledge; quizzes served as formative assessments; word clouds helped generate ideas and enrich vocabulary; the drawing tool stimulated imagination through visuals; and the open-ended feature served as the primary medium for poetry writing. Integrating these features fostered active student participation, facilitated a better understanding of the material, and boosted students' confidence in producing written work.

Based on observations, interviews, questionnaires, and documentation, all indicators regarding the implementation of Curipod—ranging from planning and the execution of the three learning stages to feature utilization, student participation, the teacher's role, student responses, and the achievement of learning objectives—fell into the "achieved" category. However, some technical challenges arose, such as unstable internet connections, some students lacking familiarity with computer operations, and instances of students accidentally dropping out of the Curipod session. These issues were successfully managed, as students could rejoin using the provided access codes, ensuring the overall lesson proceeded without significant disruption.

### 3. Student Response to the Implementation of Curipod-Based Digital Media

Student responses to the implementation of Curipod-based digital media were analyzed based on data from observations, questionnaires, and interviews. The analysis focuses on three aspects: learning activities, learning motivation, and poetry writing skills. These three aspects demonstrate that Curipod provides a positive learning experience and fosters student engagement during the learning process.

#### 3.1 Students' Learning Activities

Observational data from both sessions revealed a shift in learning activities compared to the conventional instruction previously employed. Students were more active in asking and answering questions, taking quizzes, and participating in various interactive activities—engaging both directly with the teacher and through the Curipod platform. Interview results corroborated these findings. One student (PD1) described the lesson as enjoyable, exciting, and lively due to the quizzes, while another (PD2) noted that the lesson felt more engaging and accessible because it utilized an application that had not previously been used for the poetry unit. The teacher also observed that students appeared more enthusiastic, as the lesson moved beyond teacher-led explanations to incorporate interactive activities via Curipod. Students who had previously tended to be passive began to participate more confidently, as they could submit their answers digitally without the need to speak in front of the class.

Questionnaire data further supported the findings from the observations and interviews. The distribution of student responses regarding the learning activity indicators is presented in Table 1.

Table 1  
Distribution of Students' Responses on the Learning Activity Indicator

| No. | Statement                                                                             | SA (%)     | A (%)      | D (%)    | SD (%)   | Tendency      |
|-----|---------------------------------------------------------------------------------------|------------|------------|----------|----------|---------------|
| 1   | I became more focused on learning because of the quizzes and games in Curipod.        | 15 (83,3%) | 3 (16,7%)  | 0 (0,0%) | 0 (0,0%) | Very positive |
| 2   | Learning in class became livelier and more enjoyable when using Curipod with friends. | 14 (77,8%) | 3 (16,7%)  | 1 (5,6%) | 0 (0,0%) | Very positive |
| 3   | Learning to write poetry became less boring because of this digital media.            | 11 (61,1%) | 6 (33,3%)  | 1 (5,6%) | 0 (0,0%) | Positive      |
| 4   | I am happy when my poem is displayed on the class screen through Curipod.             | 7 (38,9%)  | 11 (61,1%) | 0 (0,0%) | 0 (0,0%) | Positive      |
| 5   | The teacher patiently helps me when I am confused about using Curipod.                | 10 (55,6%) | 8 (44,4%)  | 0 (0,0%) | 0 (0,0%) | Very positive |

Note: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree (n = 18)

Table 1 shows that "strongly agree" and "agree" responses dominated across all statements; no students selected "strongly disagree," and "disagree" responses appeared for only two statements, involving a very small number of students (one student for each). Specifically, 83.3% of students strongly agreed and 16.7% agreed that they were more focused on learning due to the quizzes and games; 77.8% strongly agreed that the learning process became more lively and enjoyable; and all students (100%) expressed happiness when their poems were displayed on the classroom screen. All students also stated that the teacher patiently assisted them whenever they encountered difficulties using Curipod.

## 2. Students' Learning Motivation

Interview results indicate that all interviewed students felt more enthusiastic about learning when using Curipod compared to conventional instruction. Reasons cited included the learning experience feeling more exciting and relaxed, the inclusion of numerous quizzes, the ability to write directly within the platform, and a livelier classroom atmosphere. Observations revealed that students strove to complete every activity on time and actively asked questions when facing difficulties; some even independently explored Curipod features that the teacher had not yet explained. The teacher noted that the lessons were more varied than those using the lecture method, making it easier for students to concentrate and preventing them from becoming bored quickly. The distribution of questionnaire responses regarding the learning motivation indicator is presented in Table 2.

Table 2  
Students' Responses on the Learning Motivation Indicator

| No. | Statement                                                                             | SA (%)     | A (%)     | D (%)    | SD (%)   | Tendency      |
|-----|---------------------------------------------------------------------------------------|------------|-----------|----------|----------|---------------|
| 1   | Writing poetry directly on the computer through Curipod feels more fun and practical. | 13 (72,2%) | 5 (27,8%) | 0 (0,0%) | 0 (0,0%) | Very positive |
| 2   | I have become braver in expressing my feelings through poetry.                        | 9 (50,0%)  | 9 (50,0%) | 0 (0,0%) | 0 (0,0%) | Positive      |
| 3   | I feel proud and confident when showing my poem.                                      | 10 (55,6%) | 7 (38,9%) | 1 (5,6%) | 0 (0,0%) | Very positive |
| 4   | I feel hooked and want to try writing poetry again at home.                           | 9 (50,0%)  | 8 (44,4%) | 1 (5,6%) | 0 (0,0%) | Positive      |
| 5   | I agree that other subjects should also use Curipod media like this.                  | 15 (83,3%) | 3 (16,7%) | 0 (0,0%) | 0 (0,0%) | Very positive |

Note: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree (n = 18)

Based on Table 2, no students selected "strongly disagree," while the "disagree" response appeared for only two statements and in very small numbers. A total of 72.2% of students "strongly agreed" and

27.8% "agreed" that writing poetry directly on the computer using Curipod was more exciting and practical. All students (100%) stated they felt more confident expressing their feelings through poetry writing; 94.5% felt proud and confident showing their poems; and 94.4% wanted to try writing poetry again at home. The highest percentage was observed for the statement that Curipod should also be used in other subjects, with 83.3% "strongly agreeing" and 16.7% "agreeing."

#### 4. Students' Poetry-Writing Ability

Observation results indicate that the majority of students were able to compose poems based on the assigned themes. Compared to the initial stage of instruction, students appeared to find it easier to generate ideas, select appropriate words, and develop the content of their poems into more complete pieces. The teacher continued to provide guidance to students who experienced difficulties, particularly regarding word choice (diction) and conveying the poem's message. Interview results revealed that students found it easier to develop ideas because Curipod provided activities that helped them find inspiration before writing and allowed them to type directly rather than writing by hand in notebooks. The teacher stated that Curipod was highly beneficial because, in addition to simplifying the explanation of the material, it encouraged students to write directly and evaluate their work together. On the other hand, one student (PD1) noted that the lesson involved more quizzes than actual poetry writing, suggesting that more time should be allocated for the writing process. The distribution of questionnaire responses regarding the poetry-writing ability indicator is presented in Table 3.

Table 3  
Students' Responses on Poetry-Writing Ability

| No. | Statement                                                                              | SA (%)     | A (%)      | D (%)    | SD (%)   | Tendency      |
|-----|----------------------------------------------------------------------------------------|------------|------------|----------|----------|---------------|
| 1   | Curipod helps me determine the theme of the poem I want to write.                      | 7 (38,9%)  | 10 (55,6%) | 1 (5,6%) | 0 (0,0%) | Positive      |
| 2   | It is easier for me to find beautiful words for my poem after using Curipod.           | 12 (66,7%) | 5 (27,8%)  | 1 (5,6%) | 0 (0,0%) | Very positive |
| 3   | Arranging the lines and stanzas of a poem is easier with the help of this application. | 6 (33,3%)  | 11 (61,1%) | 0 (0,0%) | 1 (5,6%) | Positive      |
| 4   | I better understand how to use figurative language (figures of speech) in poetry.      | 8 (44,4%)  | 10 (55,6%) | 0 (0,0%) | 0 (0,0%) | Positive      |
| 5   | My imagination flows more smoothly when I write poetry through Curipod.                | 9 (50,0%)  | 9 (50,0%)  | 0 (0,0%) | 0 (0,0%) | Positive      |
| 6   | It is easier for me to arrange the words in a poem using Curipod.                      | 11 (61,1%) | 7 (38,9%)  | 0 (0,0%) | 0 (0,0%) | Very positive |
| 7   | My poem feels better than when I write in a regular notebook.                          | 8 (44,4%)  | 10 (55,6%) | 0 (0,0%) | 0 (0,0%) | Positive      |
| 8   | I now understand how to compose the parts of a poem correctly.                         | 10 (55,6%) | 8 (44,4%)  | 0 (0,0%) | 0 (0,0%) | Very positive |

Note: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree (n = 18)

Table 3 shows that the majority of students responded positively across all measured aspects. The highest levels of agreement were observed regarding the ease of finding beautiful words (66.7% strongly agreed and 27.8% agreed) and the ease of arranging words within the poem (61.1% strongly agreed and 38.9% agreed). Regarding the use of figurative language and imagery, all students either agreed or strongly agreed. The lowest rate of "strongly agree" responses was found for the statement regarding the ease of arranging lines and stanzas (33.3%), with one student (5.6%) expressing strong disagreement. One student also disagreed that Curipod helped in determining the theme. These findings indicate that the arrangement of lines and stanzas remains a relatively challenging aspect for some students.

In addition to the questionnaire data, poetry writing skills were analyzed based on an assessment of the poems produced at the end of the lesson, using five criteria: theme, diction, figurative language, message, and stanza arrangement. Among the 18 students, the highest score was 90 (achieved by two students), while the lowest was 55 (obtained by one student). The class average score was 78.61, with a median of 80, a mode of 80, and a standard deviation of 10.19. The fact that the median and mode are identical indicates that the majority of students scored around 80, while the standard deviation suggests a moderate level of variation in ability among the students. The distribution of scores by category is presented in Table 4.

Table 4  
Distribution of Poetry-Writing Assessment Results  
by Category

| Category  | Score Range | Number of Students | Percentage |
|-----------|-------------|--------------------|------------|
| Very Good | 90–100      | 2                  | 11.1%      |
| Good      | 80–89       | 11                 | 61.1%      |
| Fair      | 70–79       | 3                  | 16.7%      |
| NII       | < 70        | 2                  | 11.1%      |
| Total     |             | 18                 | 100%       |

NII (Needs Intensive Improvement)

Based on Table 4, two students (11.1%) fell into the "very good" category, 11 students (61.1%) into the "good" category, three students (16.7%) into the "fair" category, and two students (11.1%) into the category requiring intensive improvement (scoring below 70). Based on the Minimum Mastery Criteria (KKM) for the Indonesian Language subject at MTs. Al-Khairaat Gorontalo City—which is set at 70—16 out of 18 students (88.9%) achieved mastery, while two students did not. Students in the "very good" category were able to produce poems featuring clear themes, varied diction, appropriate use of figurative language, clearly conveyed messages, and coherently structured stanzas. Students in the "good" category still needed to refine their use of figurative language and diction variety; those in the "fair" category needed to enrich their vocabulary, clarify their messages, and structure their stanzas more systematically; meanwhile, students scoring below 70 required more intensive guidance regarding the use of figurative language, message delivery, and stanza construction.

## DISCUSSION

### Planning the Implementation of Curipod-Based Digital Media

Planning is the initial stage that determines the success of instructional implementation, as it provides clear direction for the teacher, enabling learning objectives to be achieved effectively and efficiently. This aligns with the view of Rahayu et al. (2021:37) that lesson planning is a crucial stage for ensuring successful instruction. The research findings indicate that the teacher not only planned the material to be delivered but also prepared how digital media would be utilized to support the achievement of learning objectives. The Independent Curriculum teaching module, designed with a deep learning approach, incorporates learner-centered introductory, core, and concluding activities; this aligns with prin-



ciples of meaningful and enjoyable learning that foster active student engagement. Regarding media selection, Heinich et al. (2019) explain that media can encompass physical devices—such as books and computers—as well as non-physical tools, such as applications and online platforms (cited in Suhirman et al., 2025:3–4). Curipod is a non-physical medium that can be utilized to deliver content, manage learning activities, and provide a more interactive learning experience. The choice of Curipod also meets the media selection criteria outlined by Muali (cited in Shoffa et al., 2023:28–29). First, Curipod aligns with learning objectives, as its features train students to determine themes, select diction, employ figures of speech, compose stanzas, and convey messages. Second, Curipod offers convenience and flexibility, being easily accessible via school computers. Third, although this was a new experience for the teacher, independent exploration enabled them to operate the tool effectively. Fourth, the Grade VIII students already possessed basic computer skills. Fifth, the school has a computer laboratory that allows all students to access Curipod simultaneously without relying on personal mobile phones.

Thus, the successful implementation of Curipod relied on meticulous planning, characterized by alignment among learning objectives, content, learning activities, media, assessments, and the students' actual circumstances. The planning for the implementation of Curipod-based digital media in this study can be considered well-executed and aligned with learning needs.

### **Implementation of Curipod-Based Digital Media**

The poetry-writing instruction using Curipod followed the design outlined in the teaching module, proceeding through three stages: introductory, core, and concluding activities. Each Curipod feature serves a distinct yet complementary function: Polls identify prior knowledge; Quizzes serve as formative assessments; Word Clouds help generate ideas and enrich vocabulary; the Draw feature fosters imagination through visual stimuli; and Open-Ended questions serve as the primary me-

dium for writing poetry. These findings demonstrate that Curipod functions not merely as a digital presentation tool but as an interactive learning medium that integrates content delivery, formative assessment, idea exploration, writing practice, and feedback provision within a single platform. This aligns with Rahayu et al. (2023), who explain that Curipod enables teachers to create presentations, quizzes, and classroom activities while simultaneously monitoring student engagement and responses.

This implementation demonstrates that instruction is no longer teacher-centered; instead, it provides space for students to actively explore ideas, engage in discussions, respond, and produce creative work. Cahya et al. (2023:14) state that the use of digital media is increasingly relevant because students belong to a digital generation familiar with technology, and digital media offers a learning experience that is novel, engaging, and accessible. These conditions indicate that implementing digital media is a suitable approach for aligning instruction with student needs and the demands of the times. These findings also align with previous research showing that Curipod enhances student engagement, motivation, and active participation. Technical issues encountered—such as unstable internet connections, students unfamiliar with using computers, and students dropping out of the session—were resolved through teacher guidance and re-accessing the platform using the provided codes. Consequently, the implementation of Curipod in poetry writing lessons proceeded according to plan, successfully transforming instruction from a previously teacher-centered approach into one that is more interactive, collaborative, and student-centered.

### **Students' Responses to the Implementation of Curipod-Based Digital Media**

Students' responses to the implementation of Curipod were positive, evidenced by increased learning activity, higher learning motivation, and a learning experience that helped them develop their poetry-writing skills.

The first response was observed in the increase in learning activity. Results from observations, interviews, and questionnaires consistently showed that students became more focused, actively asked questions, and were confident in expressing their opinions, particularly due to the inclusion of quizzes and interactive activities. These findings align with the views of Sudjana and Rivai (cited in Pagarra et al., 2022:20-21) that instructional media can make learning more engaging, thereby boosting learning motivation. The findings also support the position of Pagarra et al. (2022:17-18) that instructional media serve to focus attention and elicit student responses—evident in the increased attention paid to the material and active participation in answering quizzes, engaging in discussions, and presenting work. Such interactive activities encouraged students to actively construct knowledge rather than merely receive information from the teacher; thus, Curipod successfully fostered student-centered learning.

The second response was observed in increased learning motivation. Students showed greater enthusiasm because the learning activities incorporated quizzes, digital tasks, and hands-on writing practice, and they felt a sense of pride when their poems were displayed to the class. This situation reinforces the view held by Sudjana and Rivai that instructional media diversify teaching methods—moving beyond a reliance on verbal explanations—thereby reducing boredom. Similarly, Pagarra et al. (2022:17-18) explain that instructional media help organize content and align students' understanding; in this study, material regarding themes, diction, figurative language, messages, and stanza construction was presented systematically via Curipod, helping students grasp the various elements that constitute a poem. These findings also support the research results of Damanik et al. (2025), Siregar et al. (2024), and Naibaho et al. (2024), indicating that Curipod can enhance student motivation and engagement through the presentation of interactive activities.

The third response—the primary focus of this study—is evident in the students' experience of writing poetry. Sixteen out of eighteen students

(88.9%) met the Minimum Mastery Criterion of 70, achieving an average class score of 78.61, which falls into the "good" category. Students experienced the benefits of Curipod in selecting themes via Word Clouds, enriching their vocabulary through discussions and poetry examples, understanding the use of figurative language through interactive material presentation, and composing poems using the Open-Ended feature. These findings reinforce the benefits of instructional media as described by Sudjana and Rivai: that the meaning of the material becomes clearer and, consequently, easier for students to comprehend. Nevertheless, the structuring of lines and stanzas and the use of figurative language remain areas where some students require guidance, and the time allocated for writing practice needs to be increased to allow students greater freedom to practice.

Overall, the results from observations, interviews, questionnaires, and poetry writing assessments indicate that students responded positively to the implementation of Curipod-based digital media. Curipod proved suitable for use in \*pesantren\*-based \*madrasahs\* (Islamic boarding schools) that prohibit mobile phones, as all activities could be conducted via school computer lab terminals. Methodologically, the questionnaire served as a supporting instrument that had not undergone statistical validity and reliability testing; therefore, the results must be interpreted in conjunction with observation and interview data rather than standing alone as the basis for conclusions. Another limitation was the small sample size (18 students in a single class), meaning the findings are not intended for generalization.

## CONCLUSION

Based on the research findings, it can be concluded that the implementation of Curipod-based digital media for poetry writing instruction in the eighth-grade class at MTs. Al-Khairaat, Gorontalo City, was systematically planned. This planning involved the development of \*Kurikulum Merdeka\* (Independent Curriculum) teaching modules utilizing a "deep learning" approach, platform preparation, and ensuring the readiness of



both teachers and students. The implementation of Curipod proceeded successfully over two sessions—comprising introductory, core, and concluding activities—and utilized features such as Word Clouds, polls, quizzes, and open-ended questions to foster active student participation; while minor technical issues arose, they did not hinder the overall conduct of the lesson. Student response to Curipod was highly positive, characterized by increased learning engagement, motivation, and creativity, alongside an average poetry writing score of 78.61, with 88.9% of students meeting the Minimum Mastery Criteria. These findings confirm that Curipod serves as an effective digital media alternative for supporting poetry writing instruction at the junior high (SMP/MTs) level, including in pesantren-based madrasah environments with mobile phone bans.

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