EXPLORING THE USE OF TEACHY IN ASSISTING WITH TEACHERS' WORKLOAD

THESIS

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ABSTRACT

Hasanah, Uswatun. 2025. *Exploring the Use of Teachy in Assisting with Teachers' Workload*. Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang, Advisors: (1) Dr. Dzulfikri, M.Pd (2) Prof. Dr. H. Junaidi Mistar, M.Pd, Ph.D.

Keywords: Teachy, teacher workload, educational technology

The rapid advancement of educational technology has significantly transformed teaching practices, offering innovative tools that assist teachers in instruction, assessment, and administrative tasks. Among these, AI-based platforms such as Teachy are gaining popularity for their ability to automate repetitive processes, potentially assisting teacher workload and enhancing classroom effectiveness. Despite growing interest, limited research explores how teachers themselves perceive such tools in their daily practice.

This study aims to explore teachers' perspectives on the integration of the Teachy platform in managing their professional workload and improving instructional practices. Specifically, the research investigates how the platform impacts teaching activities, emotional responses, cognitive processes, and implementation challenges.

A qualitative case study approach was employed to provide a rich, contextualised understanding of four public-school teachers in Lumajang Regency, East Java, Indonesia. Data were collected through in-depth interviews, structured classroom observations, and document analysis. Thematic analysis, using Braun & Clarke's six-phase framework, guided the data interpretation process. Deductive and Inductive coding was applied, and data triangulation was conducted to enhance the credibility of the findings.

The findings revealed eight major themes: (1) Impact on Teachers' Workload, about how Teachy helps admin tasks; (2) Emotional Responses to Teachy; (3) Cognitive Processes in Adopting Teachy; (4) Changes in Pedagogical Practices; (5) Challenges and Barriers to Implementation; (6) Leadership support in digital transformation; (7) Teachers' Collaboration in Using Teachy; and (8) Challenges in Implementation and Sustainability

The study recommends that school leaders provide ongoing professional development and infrastructural support to facilitate the adoption of AI-based platforms like Teachy. Further research is encouraged to explore long-term impacts on student learning outcomes and teacher well-being in broader educational contexts.

ABSTRAK

Hasanah, Uswatun. 2025. *Menjelajahi Penggunaan Teachy dalam Membantu Beban Kerja Guru.* Tesis, Tesis, Program Pascasarjana, Departemen Pendidikan Bahasa Inggris, Universitas Islam Malang, Pembimbing: (1) Dr. Dzulfikri, M.Pd (2) Prof. Dr. H. Junaidi Mistar, M.Pd, Ph.D..

Keywords: Kata Kunci: Teachy, beban kerja guru, teknologi pendidikan

Perkembangan pesat teknologi pendidikan telah mengubah praktik pengajaran secara signifikan, menawarkan alat inovatif yang membantu guru dalam pengajaran, penilaian, dan tugas administratif. Di antara platform berbasis kecerdasan buatan (AI) seperti Teachy, platform ini semakin populer karena kemampuannya mengotomatisasi proses berulang, berpotensi membantu beban kerja guru dan meningkatkan efektivitas pembelajaran di kelas. Meskipun minat yang meningkat, penelitian yang mengeksplorasi bagaimana guru sendiri memandang dan mengalami alat-alat tersebut dalam praktik sehari-hari masih terbatas.

Penelitian ini bertujuan untuk mengeksplorasi perspektif guru dalam mengintegrasikan platform Teachy dalam mengelola beban kerja profesional mereka dan meningkatkan praktik pengajaran. Secara spesifik, penelitian ini menyelidiki bagaimana platform tersebut memantau aktivitas pengajaran, respons emosional, proses kognitif, dan tantangan implementasi.

Pendekatan studi kasus kualitatif digunakan untuk memberikan pemahaman yang kaya dan kontekstual tentang empat guru sekolah negeri di Kabupaten Lumajang, Jawa Timur, Indonesia. Data dikumpulkan melalui wawancara mendalam, observasi kelas terstruktur, dan analisis dokumen. Analisis tematik, menggunakan kerangka enam fase Braun & Clarke, memandu proses interpretasi data. Koding deduktif dan induktif diterapkan, dan triangulasi data dilakukan untuk meningkatkan kredibilitas temuan.

Temuan mengungkapkan delapan tema utama: (1) Dampak pada Beban Kerja Guru, tentang bagaimana Teachy membantu tugas administratif; (2) Respons Emosional terhadap Teachy; (3) Proses Kognitif dalam Mengadopsi Teachy, tentang ; (4) Perubahan dalam Praktik Pedagogis; (5) Tantangan dan Hambatan dalam Implementasi; (6) Dukungan Kepemimpinan dalam Transformasi Digital; (7) Kolaborasi Guru dalam Menggunakan Teachy; dan (8) Tantangan dalam Implementasi dan Keberlanjutan

Studi ini merekomendasikan agar pemimpin sekolah menyediakan pengembangan profesional berkelanjutan dan dukungan infrastruktur untuk memfasilitasi adopsi platform berbasis AI seperti Teachy. Penelitian lebih lanjut dianjurkan untuk mengeksplorasi dampak jangka panjang terhadap hasil belajar siswa dan kesejahteraan guru dalam konteks pendidikan yang lebih luas.

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, research problems, objectives, significance of the research, and definition of key terms.

1.1 Background of the Study

The current educational landscape presents various challenges for teachers, who work under an increasing workload driven by the high demands of administrative tasks, lesson planning, and individualised student support. Often exacerbated by limited resources and high student-to-teacher ratios, these responsibilities may lead to teacher burnout and reduce teaching efficacy (Weissenfels et al., 2021). According to Worth & Van den Brande (2020), the teacher's workload is one of the critical factors affecting job satisfaction and retention; thus, effective solutions are urgently needed. During such challenges, Teachy, an innovative educational technology platform, has emerged as a potential tool for alleviating teacher workload by automating routine tasks and enhancing instructional efficiency (Talwar, 2023).

The research underscores the importance of addressing teacher workload to ensure sustainable teaching practices and improved student outcomes. For instance, Wang et al. (2020) found that workload management significantly affects teachers' professional identity and motivation. Similarly, recent studies by Christensen et al. (2020) emphasise the role of technology in reducing administrative burdens, enabling

teachers to focus on core teaching activities. Studies have identified some major factors that have been affecting teacher retention and effectiveness in the educational landscape. The critical issue of teacher recruitment and retention was discussed by Quickfall & Wood, (2024), who emphasised that high workloads contribute to teacher attrition. Burnout and inflexibility in work are driving teachers to leave the profession; this leads to instability in schools and has negative impacts on student learning. In a related way, A 2023 study by Uzun et al. (2023) analyses the relationship between supportive school culture and teacher job satisfaction. The findings reveal that a supportive school culture fosters teachers' intentions to connect professionally and thus increases their job satisfaction. This is to be fostered in a collaborative and supportive environment to develop teacher well-being.

A systematic review by Fernández-Batanero et al.(2022) stresses the need to include digital competencies in teacher professional development. It reveals a lack of ICT training among teachers and highlights the essential skills for effective technology use in teaching.

In parallel, other studies emphasise the benefits of technology in formative assessment, particularly in enhancing feedback and improving student learning outcomes. Tools that provide real-time feedback enable teachers to tailor instruction more precisely to individual student needs, thereby reducing workload and increasing instructional efficiency. Addressing teachers' workload, fostering a supportive school culture, and integrating assessment technologies are therefore critical strategies for improving teacher retention and educational quality.

Recent research has identified some of the most influential factors in teacher retention and effectiveness. For instance, a 2023 study by Tarraya (2023) identifies high teacher workload as a primary cause of teacher attrition, which contributes to instability in schools and negatively impacts student learning outcomes. Similarly, research by DeMatthews et al.(2021) highlights that effective workload management is significantly supported by adequate resources, emphasising the need for better resource allocation in schools. Moreover, Alemdag et al (2020) highlight the critical role of professional development programs in equipping teachers with the necessary skills to create effective learning environments that integrate educational technology.

Additionally, a study by Ma & Liu (2024) underscores the importance of a supportive school culture in promoting teacher well-being and mitigating the adverse effects of workload. Finally, research by Fisher et al (2025) stressed the value of formative assessment and timely feedback in enhancing student learning. The study also illustrates how technology tools can streamline assessment processes, freeing teachers to focus on providing effective and personalised feedback. These findings collectively emphasise the urgent need for targeted interventions that address teacher workload, professional development, supportive school environments, and the integration of technology to enhance teaching and learning outcomes.

Despite these advancements, there remains a gap in understanding how specific tools like Teachy can be effectively integrated into diverse educational contexts. While existing research highlights the potential of digital tools to reduce workload and improve instruction, few studies have explored how these tools function

in real classroom environments, particularly in under-resourced regions. This study seeks to address this gap by examining the implementation of Teachy in public junior and senior high schools in Lumajang Regency, East Java, Indonesia, a setting where teachers face administrative demands, limited infrastructure, and varied digital competencies. By focusing on teachers' perspectives in this context, the study contributes contextually grounded insights into the role of educational technology in managing teachers' workload, enhancing instructional practices, and supporting teacher motivation.

1.2 Research Questions

Based on the research background, the research questions are formulated as follows :

1. What are teachers' perspectives on the Teachy platform in assisting with their workload?
2. How does the Teachy platform integrate into the existing school context and teacher workflows?

1.3 Research Objectives

Related to the statement of the research questions above, the research objectives are outlined as follows:

1. To understand teachers' lived perspectives on how the Teachy platform assists their daily workload

2. To explore the factors within the school context that influence the successful implementation and sustained use of the Teachy platform in school culture and teachers' collaboration.

1.4 Significance of The Study

This study provides meaningful contributions to the field of education, particularly in addressing teacher workload and the integration of educational technology through the use of the Teachy platform. Its significance can be elaborated as follows:

1.4.1 Theoretical Significance

This study contributes to the theoretical discourse on educational technology by providing empirical insights into how AI-based platforms, such as Teachy, relate to Constructivist Learning Theory and Adaptive Expertise Theory. It enriches the understanding of how digital tools can support instructional practices and professional decision-making in the teaching context, especially in public school environments.

1.4.2 Practical Significance

Practically, this study offers useful information for teachers, school leaders, and policymakers on the potential of AI-powered platforms to support teachers in managing daily tasks such as lesson planning, assessment, and documentation. It also highlights the importance of digital literacy, infrastructure readiness, and institutional support in

ensuring successful technology integration. The findings may guide professional development initiatives and inform the implementation of similar educational technologies in other settings.

1.5 Definition of Terms

To fully understand this research, it is essential to define several key terms central to the discussion that follows. These terms will establish a framework for the entire analytical process.

Teachy: In this context, "Teachy" signifies a specific educational technology platform designed to support teachers in their professional endeavours. This platform likely incorporates a range of digital tools and resources intended to enhance various aspects of teaching, such as lesson planning, classroom management, assessment, communication, and professional development. While the specific features of "Teachy" may vary, the core objective is to leverage technology to improve the efficiency and effectiveness of teaching practices.

Teachers' workload: “Teachers’workload’ encompasses the multifaceted demands placed upon teachers in their professional roles. It extends beyond direct instruction and includes many responsibilities, such as lesson planning, grading, administrative tasks (e.g., data entry, communication with parents), attending meetings, engaging in professional development activities, and managing the emotional and psychological demands inherent in the teaching profession. According to Law No. 14 of 2005 on Teachers and Lecturers, teachers are expected not only to educate, teach,

guide, direct, train, assess, and evaluate students but also to carry out professional development and social responsibilities.

Assisting: In this context, "assisting" implies examining how the Teachy platform can facilitate and support teachers in managing their workload more effectively. This may involve investigating how Teachy can automate or streamline tasks, provide teachers with valuable resources and tools, improve communication and collaboration, and ultimately, enhance their overall efficiency and job satisfaction. The research will likely explore the extent to which Teachy can alleviate the burdens of teachers' workloads and enable them to focus more effectively on core instructional activities.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter summarises the key findings of the study and offers suggestions for teachers and future research. It highlights the use of Teachy in assisting with teachers' workload and addressing the challenges of AI integration in schools.

6.1 Conclusions

The research explored Teachy's contribution in supporting teachers with their workload and classroom practices. The result shows that Teachy greatly assists with administrative workload, specifically in lesson planning, assessment, and documentation, to enable teachers to engage more in student interaction. Furthermore, the study showed that Teachy supports student-centred learning through the offering of real-time feedback and AI-based teaching support, which aligns with Constructivist Learning Theory and Adaptive Expertise Theory.

Although it has its advantages, the research also identified some obstacles such as infrastructural constraints, digital illiteracy, and opposition to the use of artificial intelligence. Teachers who had problems coping with the platform, especially those lacking skills in the use of technology, further emphasised the necessity of wide-ranging training as well as institutional support. The research found that schools with strong digital leadership and collaborative teaching communities had higher Teachy adoption levels, underscoring the need for effective technology integration strategies.

Overall, the research concludes that while Teachy presents a transformative potential for reducing teacher workload and enhancing instructional quality, its effectiveness depends on adequate infrastructure, teacher training, and ongoing institutional support.

6.2 Suggestions

6.2.1 For teachers

Teachers should engage in professional development, customise AI-generated lesson plans, and use Teachy's analytics to enhance instruction. Schools should provide strong institutional support to facilitate technology adoption.

6.2.2 For Future Research

Future research should explore Teachy’s long-term impact on student learning, strategies to increase teacher readiness, and equity in AI integration in different educational settings. Comparative studies between AI-assisted and traditional teaching methods can also provide insights into their effectiveness.

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