

APPENDICES

Appendix I. Translation of Al-Qur'an

No	Name of The Surah	Indonesian	English
1	An-Nahl verse 78: وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ	“Allah mengeluarkan kamu dari perut ibumu dalam keadaan tidak mengetahui sesuatu pun dan Dia menjadikan bagi kamu pendengaran, penglihatan, dan hati nurani agar kamu bersyukur”	“Allah took you out of your mother's womb knowing nothing, and He made for you hearing, sight, and conscience, that you may be grateful.”
2	Al-Alaq verses 1-5: اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)	“Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan (1) Dia telah menciptakan manusia dari segumpal darah (2) Bacalah, dan	“Read in the name of your God who created (1) He has created the human being from a clot of blood (2) Read, and your God is the Glorious (3) Who teaches (human

		<p>Tuhanmulah Yang Mahamulia (3) Yang mengajar (manusia) dengan pena (4) Dia mengajarkan manusia apa yang tidak diketahuinya (5)”</p>	<p>beings) with a pen (4) He taught human beings what they did not know (5)”</p>
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Appendix II. Research Instruments

1. Observation Guideline

Field notes on the steps of implementing the independent curriculum developed from the implementation steps by (Helmia Latifa, et al. 2023) and (Puji Dinda Melati, et al. 2023).

No	In terms of:	Component	Aspects observed	Participant's Response	
				Yes	No
1	Implementation Planning	Planning and organizing the implementation of an independent curriculum	1. The Islamic boarding school implements an independent curriculum.		
			2. The Islamic boarding school conducts socialization related to independent curriculum information.		
			3. The Islamic boarding school forms a team to implement the independent curriculum.		

			4. The Islamic boarding school conducts training webinars related to the implementation of the independent curriculum.		
			5. The Islamic boarding school provides training to ustadz/ustadzah through In-House Training (IHT).		
		Ustadz/ustadzah readiness in implementing an independent curriculum	1. Ustadz/ustadzah understand the concepts and principles of the independent curriculum.		
			2. Ustadz/ustadzah utilize the Independent Teaching Platform.		
			3. Ustadz/ustadzah actively participate in webinars or In-House Training (IHT) related to the		

			implementation of the independent curriculum.		
			4. Ustadz/ustadzah have the ability to use learning methods or strategies that are in accordance with the independent curriculum.		
			5. Ustadz/ustadzah are able to design learning activities that are in accordance with the principles of the independent curriculum.		
2	Implementation Action	Opening	1. Ustadz/ustadzah gives greetings and opens the lesson.		
			2. Ustadz/ustadzah convey learning objectives.		

			3. Ustadz/ustadzah relate the learning material to the knowledge that santri already have.		
			4. Ustadz/ustadzah explains the learning plan.		
			5. Ustadz/ustadzah provide motivation to santri.		
		Core activities	1. Ustadz/ustadzah deliver learning materials.		
			2. Ustadz/ustadzah give examples to santri.		
			3. Ustadz/ustadzah give assignments to santri.		
			4. Ustadz/ustadzah actively collaborate with santri.		
			5. Ustadz/ustadzah use active learning methods.		
		closing	1. Ustadz/ustadzah recapitulate learning.		

			2. Ustadz/ustadzah provide feedback to santri.		
			3. Ustadz/ustadzah provide opportunities for santri to ask questions.		
			4. Ustadz/ustadzah reflect together.		
			5. Ustadz/ustadzah summarizes the material and closing greetings.		
3	Evaluation	Ustadz/ustadzah readiness in making learning assessments	1. Ustadz/ustadzah understand what learning assessment instruments and techniques are for the independent curriculum.		
			2. Ustadz/ustadzah understand the principles of learning assessment in the independent curriculum.		

			3. Ustadz/ustadzah conduct training related to learning assessment in the independent curriculum.		
			4. Ustadz/ustadzah prepare an assessment plan.		
			5. Ustadz/ustadzah make assessments based on the learning objectives to be achieved.		
		Assessment of learning	1. Ustadz/ustadzah use formative assessment.		
			2. Ustadz/ustadzah evaluate the understanding and development of santri.		
			3. Ustadz/ustadzah design remedial activities that are in accordance with the needs of the santri.		

			4. Ustadz/ustadzah use summative assessment.		
			5. Ustadz/ustadzah reflect on the learning process to improve the effectiveness of future learning.		

2. Interview Protocol

Interview protocol for teachers based on the experience of independent curriculum challenges by (Rumiati, et al. 2024) and (Fahrani, et al. 2023)

No	Indicator	Question	Participant's Response
1	Challenges and Solutions in implementing an independent curriculum	<p>1. In implementing the independent curriculum, do teachers experience significant limitations in understanding?</p> <p>a. Are there any obstacles in determining the adjustment of the learning process based on the independent curriculum?</p>	

		<p>b. Do teachers experience difficulties in preparing lesson plans based on the independent curriculum?</p> <p>c. What strategies do teachers use to deepen their understanding of the implementation of the independent curriculum?</p>	
		<p>2. Are there any obstacles that teachers face regarding human resources (HR)?</p> <p>a. Can teachers change their perspective on the new curriculum changes?</p> <p>b. Do teachers try to develop themselves so that the implementation of the independent curriculum is successful?</p>	

		<p>c. If teachers can't get out of their comfort zone, what should the school do?</p>	
		<p>3. What obstacles do teachers face in empowering digital technology-based facilities?</p> <p>a. Do teachers master digital technology skills?</p> <p>b. Does the school provide adequate technology facilities?</p> <p>c. If the school facilities are inadequate, what is the first step taken by the teacher?</p>	

		<p>4. Did students experience difficulties when the independent curriculum was implemented?</p> <p>a. Can students understand the material applied using the project-based method?</p> <p>b. Are students able to be responsible and actively involved in the learning process?</p> <p>c. If students are not actively involved in project-based method learning, what strategies will the teacher do?</p>	
		<p>5. Is there a lack of facilities and infrastructure in supporting independent curriculum-based learning?</p> <p>a. Are the school facilities and infrastructure adequate in implementing independent curriculum-based learning?</p>	

		<p>b. Does the availability of facilities and infrastructure support the learning process based on the independent curriculum?</p> <p>c. What efforts should the school make so that the implementation of the independent curriculum at the school is successful?</p>	
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Appendix III. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B- 1410 /Un.14/III.1/PP.00.9/08/2024 13 Agustus 2024
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala Pondok Pesantren Darussalim Bati-Bati
Kabupaten Tanah Laut

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Nur Sobah
NIM : 210101030053
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Ahmad Yani Gg. Permata, Pemurus Luar, Kec. Banjarmasin Timur, Kota Banjarmasin, Kalimantan Selatan
No HP : 083152015127

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



PONDOK PESANTREN DARUSSALIM

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SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 125/PP-D/B/25/6.a/PP.007/9/2024

Yang bertanda tangan dibawah ini :

Nama : Jamil,S.Ag
NIP : 196608152005011005
Jabatan : Pimpinan Pondok Pcsantren Darussalim Bati-Bati
Nama Pesantren : Pondok Pesantren Darussalim Bati-Bati

Menerangkan dengan sebenarnya bahwa :

Nama : Nur Sobah
NIM : 210101030053
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Universitas : UIN Antasari Banjarmasin

Telah selesai melaksanakan penelitian di Pondok Pesantren Darussalim Bati-Bati, pada tanggal 3 Agustus 2024 s/d 26 September 2024, dalam rangka melengkapi penyusunan skripsi yang berjudul : **“Islamic EFL Teacher’s Challenges in Independent Curriculum Implementation: A Case Study at Pondok Pesantren Darussalim”**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bati-Bati, 27 September 2024

Pimpinan,

Jamil Hasvim
NIP. 196608152005011005



Appendix IV. Photographs

Teacher's Interview



Observation in Class



Appendix V. Thesis Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

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Web: www.ftk.iain-antasari.ac.id

Nomor : B-577/Un.14/III.1.f/PP.00.9/12/2024
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Nur Sobah
NIM. 210101030053
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**ISLAMIC EFL TEACHER'S CHALLENGES IN INDEPENDENT CURRICULUM
IMPLEMENTATION: A CASE STUDY AT PONDOK PESANTREN DARUSSALIM**

Berubah menjadi:

**ISLAMIC EFL TEACHER'S PRACTICES IN INDEPENDENT CURRICULUM
IMPLEMENTATION: A CASE STUDY AT PONDOK PESANTREN DARUSSALIM**

Menunjuk :

1. Dr. Hj. Raida Asfihana, M. Pd. sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.







Banjarmasin, 18 Desember 2024
Ketua Prodi
Tadris Bahasa Inggris

Affah Linda Sari

Appendix VI. Consultation Schedules and Notes

CONSULTATION

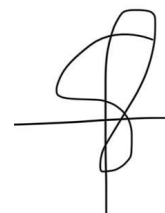
NAME OF ADVISOR: Dr. Hj. Raida Asfihana, M. Pd.

No	Day/Date	Notes	Signature
1	Monday, 30 April 2024 (WhatsApp)	<ul style="list-style-type: none"> • Change to thesis format • Expanded/add paragraphs to the theoretical review. 	
2	Thursday, 16 May 2024 (Offline)	<ul style="list-style-type: none"> • Changes Definition of key terms • Changes Significance of the study • Expand the theoretical review chapter. 	
3	Thursday, 23 May 2024 (WhatsApp)	<ul style="list-style-type: none"> • Consulting Research Instrument 	
4	Friday, 31 May 2024 (Offline)	<ul style="list-style-type: none"> • Change of year for citations (Chapter 3) • Do not use the word "will" • Grammar correction • Correction on Data Point • Change in data analysis • Include 'project-based' in chapter 2 	
5	Friday, 22 November 2024 (Offline)	<ul style="list-style-type: none"> • Changes in RQ 1 2 • Grammar correction • Consultation on scripting interview codes • Consultation on rephrasing interview results • Word and sentence correction • Consultation on how to make observation results 	
6	Friday, 13 December 2024 (Offline)	<ul style="list-style-type: none"> • Change of title • Addition of key term definitions • Citation correction • Changes in RQ 1 • Do not use the word "will" • Change order of theoretical review • Grammar correction • Writing correction • Conclusion correction • Abstract correction 	

CURRICULUM VITAE

1. Full Name : Nur Sobah
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8. Organization/Work experience :
 - a. Member of Darussalim Community Job Training Center
 - b. Member of Information and Design Division in ESA Antasari Banjarmasin
 - c. Teacher in Darussalim Islamic Boarding School
9. Academic Achievement :
 - a. Passed the LPDP Scholarship Preparation Program
10. Non-Academic Achievement :
11. List of Scientific Works :
 - a. Islamic EFL Teacher's Practices in Independent Curriculum Implementation: A Case Study at Pondok Pesantren Darussalim

Banjarmasin, 16 December 2024



Nur Sobah